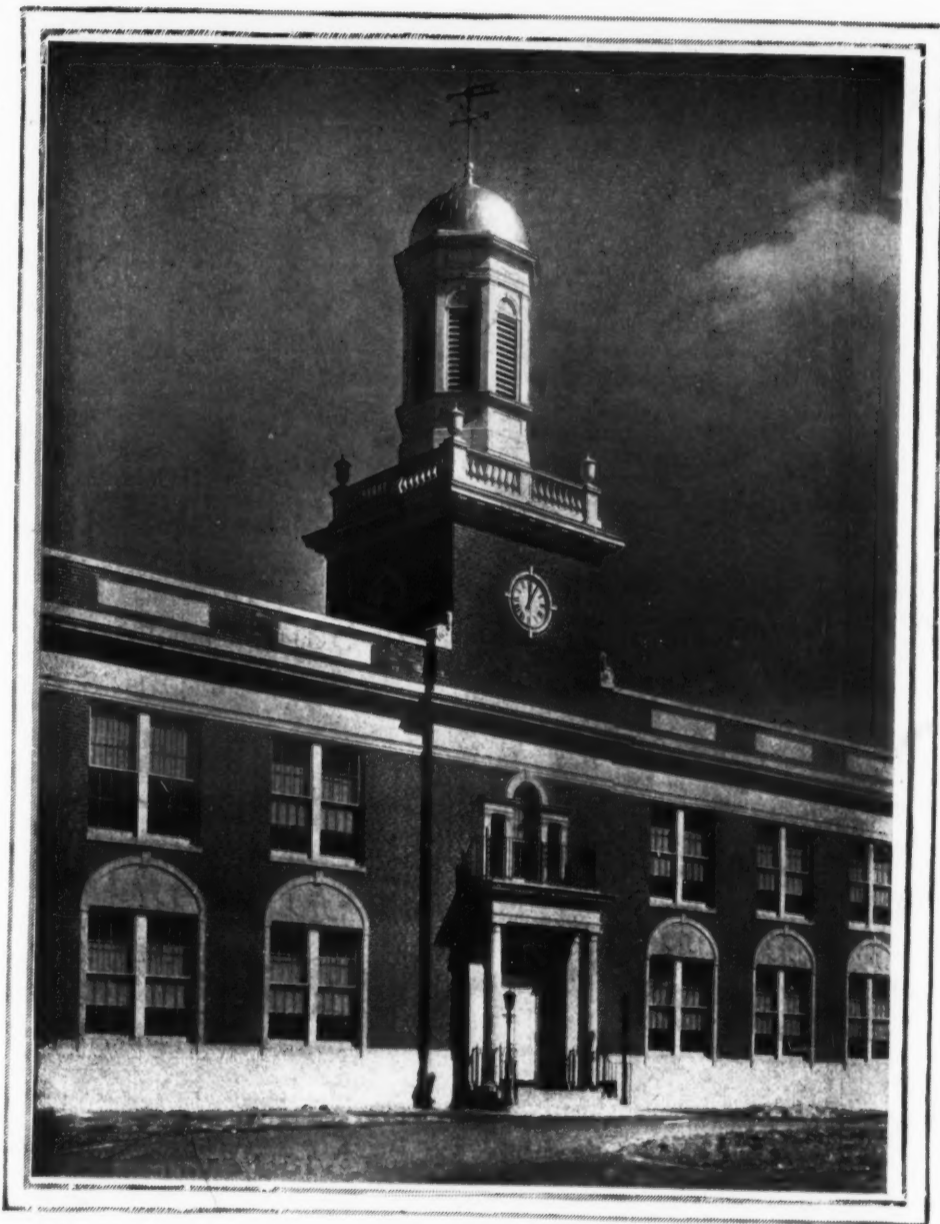


~~March~~ Apr.

24

THE AMERICAN School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION



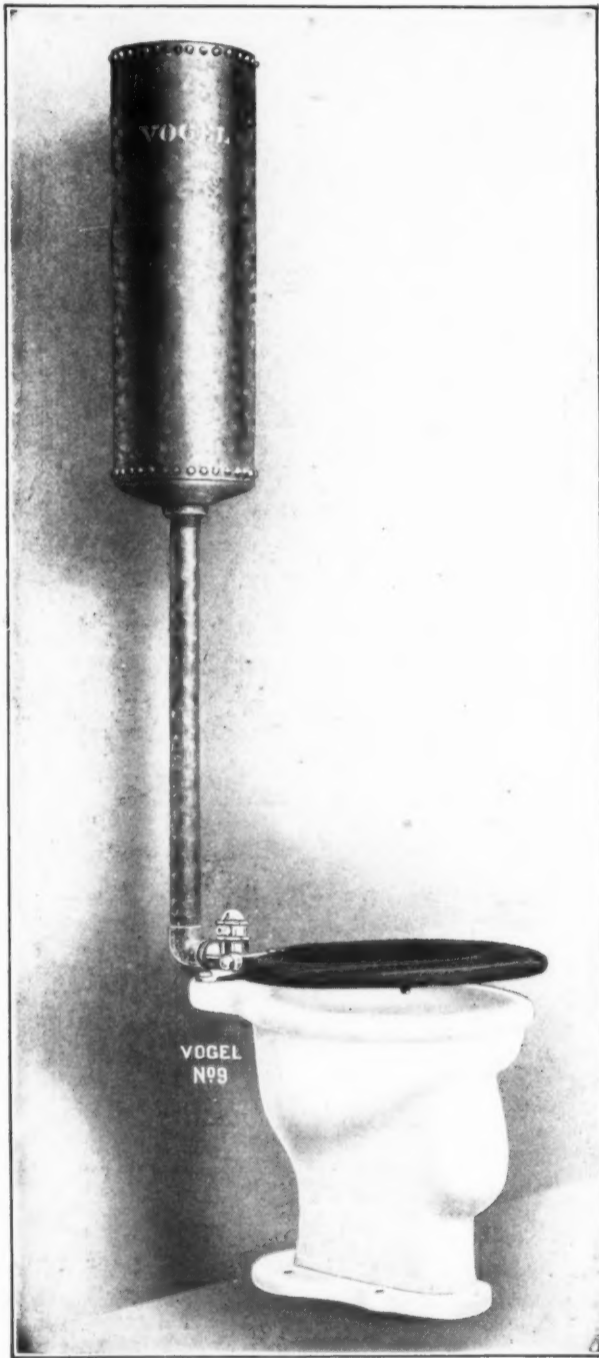
April · 1927

The Bruce Publishing Company
Milwaukee · Wisconsin

VOGEL

PATENTED

Number 9 Automatic School Water Closet



This closet is made to stand the rough usage of the school water closet.

Economical in the use of water.

Seldom requires repairs.

Easy of access when repairs are necessary.

The simplest and most durable automatic water closet.

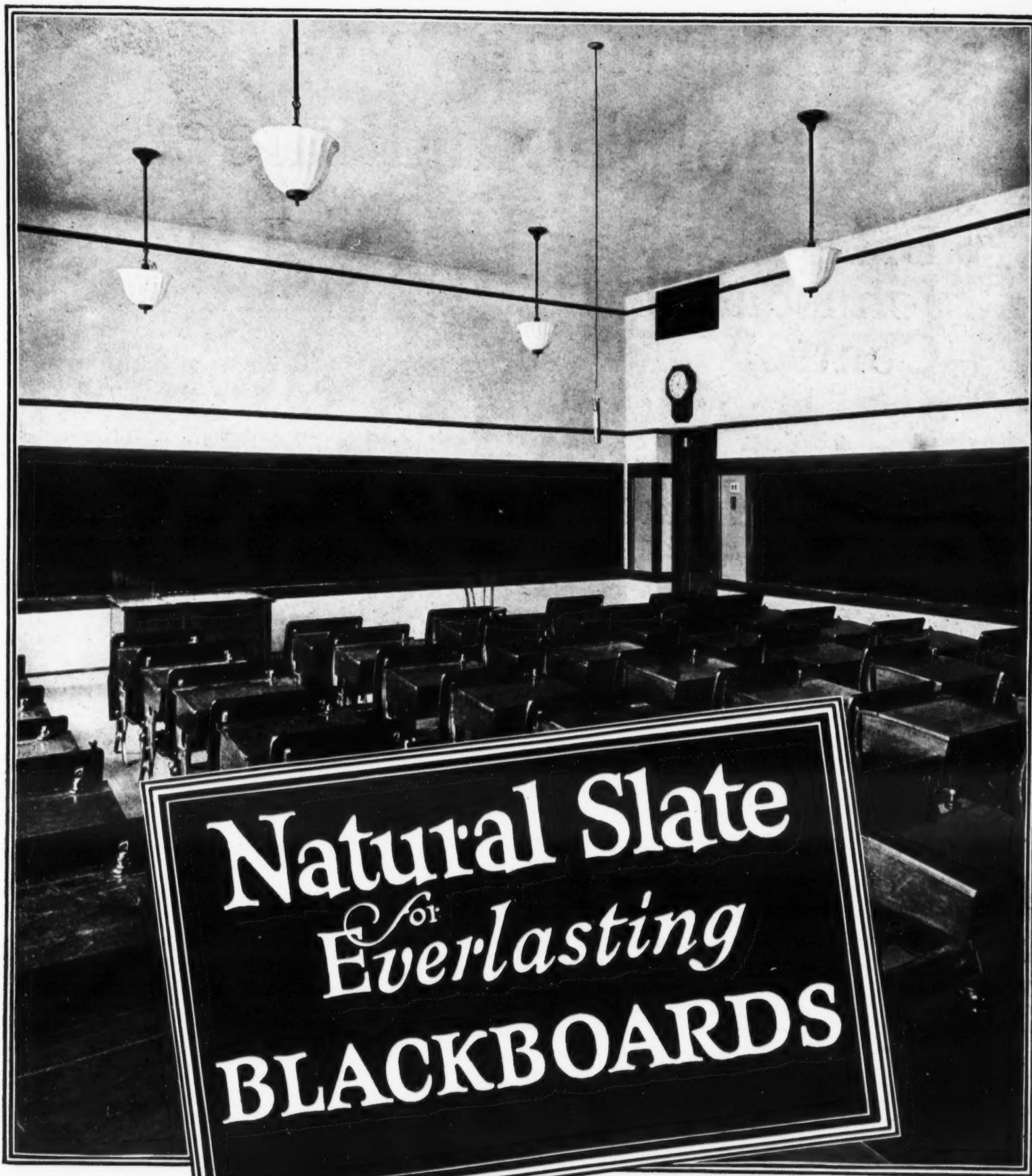
Many Thousands in use.

Sold by Wholesalers of Plumbing Supplies Everywhere

JOSEPH A. VOGEL CO.

Wilmington, Delaware

St. Louis, Missouri



NATURAL SLATE BLACKBOARD CO.
Pen Argyl Pa.



Next time your School Board meets

Bring up
Johnson Heat
Control

.

And Its 40%
Coal Saving
For Your Schools



Consider installation of The Johnson Dual Thermostat System Of Heat Control in your school buildings: those already erected, as well as those in course of construction or contemplated. It simply means reducing your schools' coal consumption and cost 25 to 40 per cent per year. And your function is to put efficiency in your schools, and operate them most economically.

**JOHNSON SERVICE
COMPANY . . . Milwaukee**

AUTOMATIC TEMPERATURE REGU-
LATION SINCE 1885
TWENTY-NINE BRANCHES
UNITED STATES AND CANADA . . .



Automatically controlling each school room constantly and correctly at the degree of temperature required during school hours, regardless of outdoor weather changes: Johnson Dual Thermostat System supplies a night time fuel economy as well. At the close of school for the day, operation of a wall switch turns off the heat in all of the rooms, save those to be used at night: for night classes, meetings, etc. Next morning the same wall switch operation turns on the heat in all of the rooms again for the day. A day and night heat control convenience and fuel economy factor of invaluable worth; and definitely essential.

JOHNSON

SYSTEM OF TEMPERATURE AND HUMIDITY CONTROL

*The All Metal
System*



*. The Dual
Thermostat System*

KEWANEE

STEEL Riveted

BOILERS



In building Kewanee Boilers we are more concerned with *low heating costs* than with building a boiler that can be sold at a low price.

We could skimp on the weight of the steel; on the rivets; on the size of the firebox; on the steam space and water content—and this would naturally reduce the price.

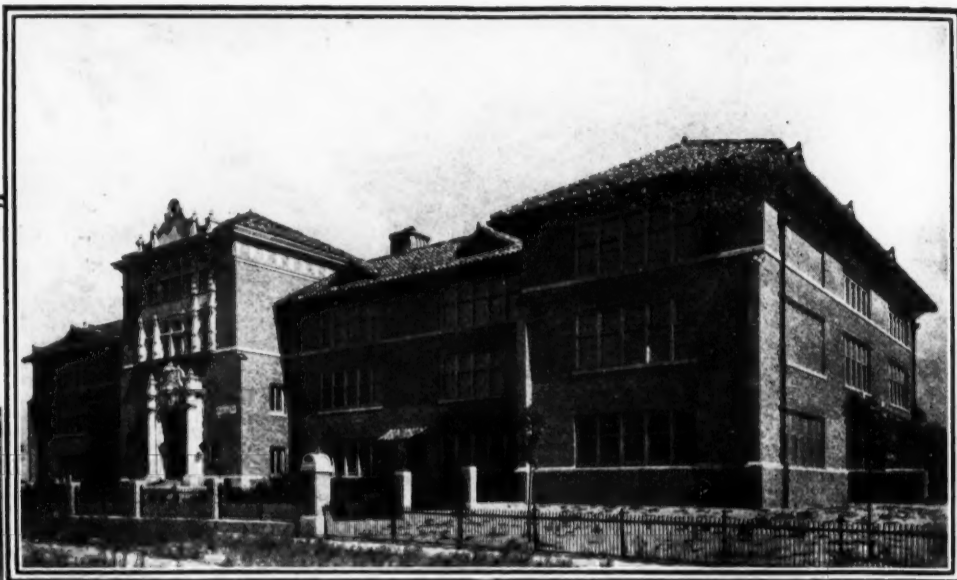
But if we did that we would have to leave something out of them which helps to keep heating costs low. *And in the end the owner would be the loser.*

For more than 35 years Kewanee Boilers have been built with that upkeep cost in mind. That's why they have long been recognized as the most economical heating boilers that can be bought.

KEWANEE BOILER COMPANY
KEWANEE, ILLINOIS

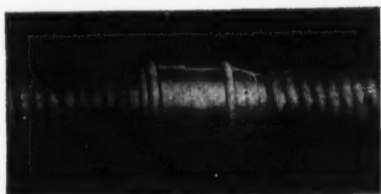


for Lower Heating Costs



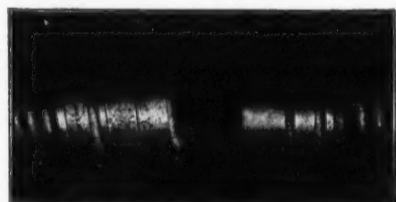
(Above) Walbridge School, St. Louis, Mo., R. M. Milligan, Architect.

(Left) High School, Middletown, Ohio, Thomas D. McLaughlin & Associates, Architects.



Spencer Patented clincher coupling. Easily locked or opened. Cannot scratch or mar floors or furniture. Also avoids trouble incident to injury of metal couplings and their consequent failure to couple.

This is only one of the many exclusive features that demonstrate Spencer superiority.



The Multi-Stage Turbine

The Preferred Cleaning System for Schools —

Because of its thorough adaptability to every school cleaning requirement — and its superiority over other systems of vacuum cleaning, Spencer is the preferred cleaning system for schools.

Designed especially for school service, the Spencer System cleans bare floors, walls and woodwork and *does* it without the necessity of moving anything. It operates efficiently under chairs, tables, and desks, behind bookcases, pianos and cabinets and gets into ordinarily inaccessible corners with ease and rapidity. By using certain attachments, the Spencer System can also be used for cleaning return tubular or horizontal sectional boilers.

Over 1,200 school installations throughout the entire United States is proof, beyond doubt, of Spencer efficiency and popularity in school service and use.

The recommendations of our Engineering Department may be obtained on any cleaning problem without cost or obligation.

Write for list of school installations and complete data regarding Spencer equipment.

The Spencer Turbine Company
HARTFORD, CONNECTICUT

S · P · E · N · C · E · R
CENTRAL · CLEANING · SYSTEMS

PACIFIC HEATED



The Barry, Chicago. Heated by
4—15,500 sq. foot Pacific Oil Fired Boilers.



The Cornelia, Chicago. Heated by
2—20,500 sq. foot Pacific Smokeless Boilers.



The Seneca, Chicago. Heated by
3—15,000 sq. foot Pacific Smokeless Boilers.

Large building operators are standardizing more and more on Pacific Steel Heating Boilers as evidenced by the three great Chicago apartment buildings illustrated here.

These structures represent the highest development of the modern apartment hotel. Every provision has been made for the comfort of the tenants and the smooth, trouble-free operation of the mechanical equipment.

Erected by Collins, Murphy and Jackson, Realtor-Builders; financed by S. W. Straus & Co. Architectural planning and designing by Robert S. De Golyer on the Barry and Cornelia—D. H. Burnham, on the Seneca. All three buildings are heated with Pacific Steel Heating Boilers installed by the Davis Construction Co.

Pacific Boilers have earned this striking recognition solely through establishing unusual performance records in actual operation over a period of years.

Write for catalog, stating type of buildings in which you are interested.



PACIFIC

STEEL HEATING BOILERS

WAUKEGAN, ILL. BRISTOL, PA.

Von Duprin

Self-Releasing Fire Exit Latches

Von Duprin latches are not made to meet a price. On the contrary, when we find a way to make them better, it is adopted, cost what it may.

ADDA

VONNEGUT
HARDWARE CO.
Indianapolis, Ind.

1852 *Our 75th Anniversary* 1927



All the pupils are entitled to daylight —but the sun's glare must be kept out

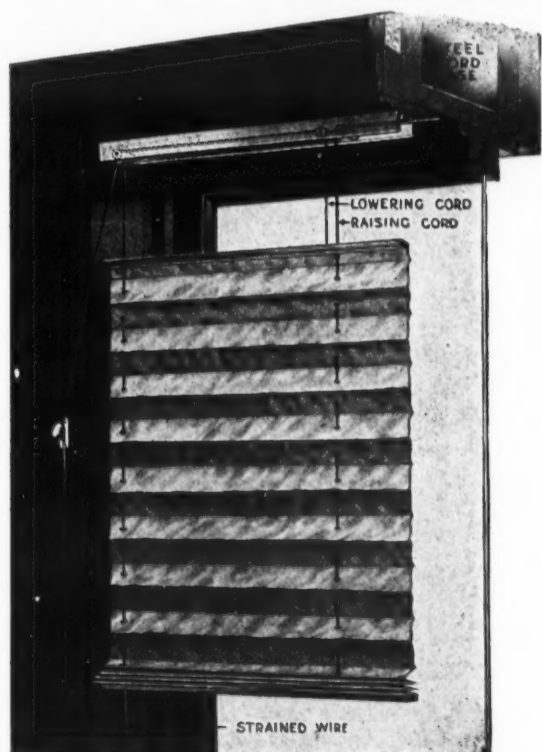
The pupils sitting at desks far removed from the windows are entitled to light — yet the direct rays of the sun must be kept off the desk of those sitting near the windows. Authorities agree that window shades which make parts of classrooms dark, while permitting the sun's rays to shine on some desks, are one of the chief causes for defective eyesight of school children.

They agree that the only entirely satisfactory shade is one which can be quickly adjusted to cover the part of the window that needs shading. *This accurately describes*

Athey Perennial

Window Shades

Let in the light — yet shut out the glare



They can be raised from the bottom, or lowered from the top. This permits shutting out the sun's direct rays, without making the far parts of the room dark.

They run on strained wires, so when the windows are open they can't rattle and flutter and distract the attention of pupils.

They are truly decorative, and extremely practical. Yet many **hundreds of installations** prove they last so many years they are the most inexpensive shades obtainable.

Write for complete details

Athey Products



Perennial Window Shades Disappearing Partitions
Skylight Shades Cloth-Lined Metal Weatherstrips

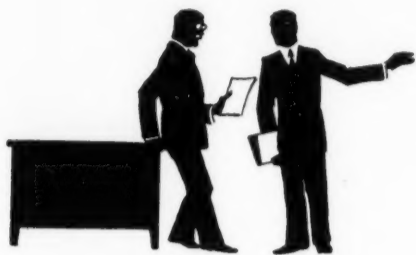
Athey Company

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Chicago, Illinois

New York City: F. H. KEESE, 7 East 42nd St.

In Canada: CRESSWELL-McINTOSH, Reg'd—270 Seigneurs St. Montreal, Quebec

Get Our Advice About Your School Repairs



It is free and given willingly

NOW that vacation time is near, you are considering what attention your school building needs. Let Sonneborn help you!

For many years Sonneborn engineers have studied how to preserve school buildings; what materials to use; how to apply them as economically as possible. We save your time, save money and assure satisfactory results. When you deal with Sonneborn you deal with experts of long experience in school building upkeep.

A Sonneborn representative will call in response to the coupon below. He will not be concerned about the size of your repairs, for we are as much interested in small jobs as in large ones. If you decide to use our products, we will welcome your order, but you will be under no obligation.

Send the coupon and have a representative call who understands school upkeep. He will give you sound counsel on the sensible, economical thing to do.

SOME SONNEBORN PRODUCTS
that renew your building on a lasting basis

LAP'DOLITH concrete floor hardener will make your concrete floors permanently wearproof and dustproof. No more unhealthy dust. No more depreciation.

LIGNOPHOL preservative floor dressing will keep your wood floors from splintering, rotting or drying out. This treatment lasts for years.

CEMCOAT is a special paint that stays white after other paints turn yellow. Can be applied to plaster, concrete, brick or wood. Used for hallways, auditoriums, etc.

SONOTINT is a special, flat, washable wall finish for classrooms. Easy on eyes. Has no lustre. No poisonous ingredients. Dirt wipes off without marring finish.

Mail coupon for representative to call

L. SONNEBORN SONS, Inc.
114 Fifth Avenue New York

COUPON

L. SONNEBORN SONS, INC.,
114 Fifth Ave., New York

Without incurring any obligation, I would like to talk with your representative about school building renovation.

Name

Address

SBJ-4



Safety in Schools



School officials, who are responsible for the protection of the lives of the pupils and are anxious to make proper provision for quick exit in case of fire or panic, will find in

SARGENT

Fire Exit Door Bolts

an adequate equipment which meets all conditions. The Sargent Cylinder Locks with which they are fitted provide for complete security and prevent entrance from the outside of the building when school is not in session, while they can be arranged to permit entrance during school hours, if desired.

Quick Exit at All Times

is provided and in case of necessity the doors can be instantly opened by slight pressure on the handle bars at any point.

Door Checks

close the doors, during their day by day use, quickly and quietly, the application shown in the illustration with the Sargent special foot (No. 35) being particularly desirable.

Sargent Fire Exit Door Bolts, Locks and Hardware are sold by representative dealers in all cities.

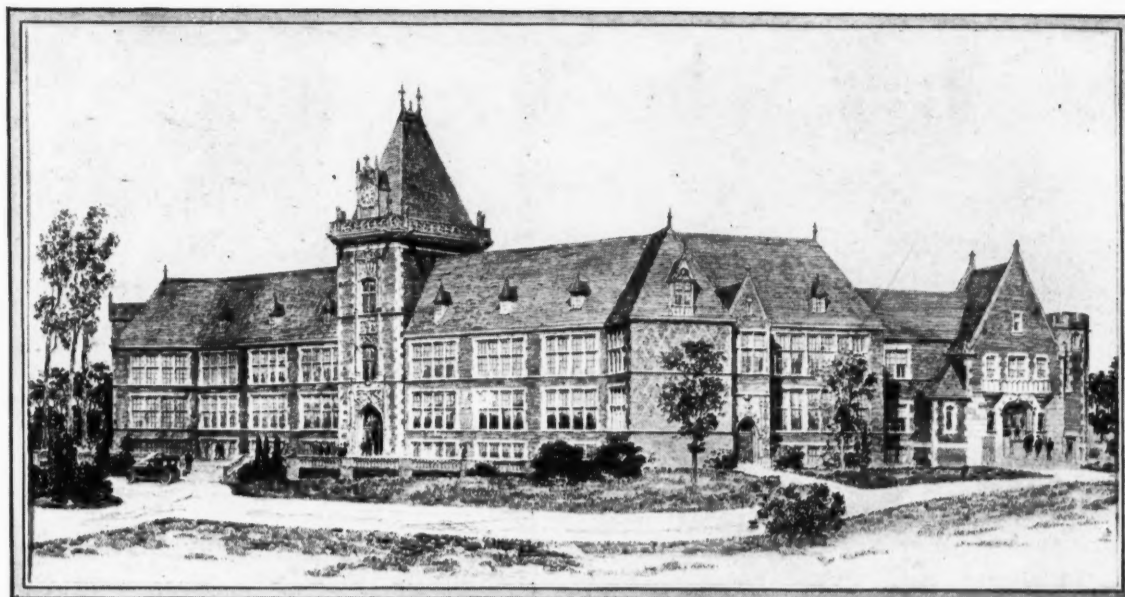
SARGENT & COMPANY

Manufacturers

New Haven, Conn.

New York

Chicago



The New Rochelle High School, New Rochelle, N. Y., is completely equipped with Columbia Window Shades on Columbia Metal Rollers. Guilbert & Betelle are the Architects. Installation by the Ware Department Store.

Cheerfulness —a definite aid in teaching

CCHEERFULNESS is catching. Yes, in some schools, it spreads from desk to desk and room to room—a regular epidemic of cheerfulness. These are the schools where students and teachers really enjoy their work. Where both marks and “conduct” are better.

Columbia Window Shades let in cheerfulness.

Because *Columbia Shades* do not bar out daylight. They have little in common with old-type window shades—dark, opaque and dreary-looking—that cast grey shadows of depression all through the building afflicted with them.

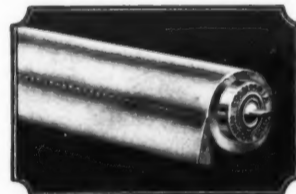
Columbia Window Shades do let in plenty of light—light that has been toned by passing through the translucent colors in which these shades are tinted—light that is soft, mellow and restful, kind to the eyes and nerves of scholars.

A SUGGESTION: When next you have to replace window shades in your building, install *Columbia Shades* in *all* the windows in one classroom or corridor. Notice the difference—the definite gain in cheerfulness! Yet *Columbia Window Shades* cost no more and wear far longer than ordinary old-fashioned shades.

The Columbia Mills, Inc.

225 FIFTH AVENUE, NEW YORK

Baltimore Boston Chicago Cleveland Detroit Cincinnati Kansas City
Minneapolis Pittsburgh New Orleans Philadelphia Portland (Ore.)
Fresno St. Louis San Francisco Los Angeles



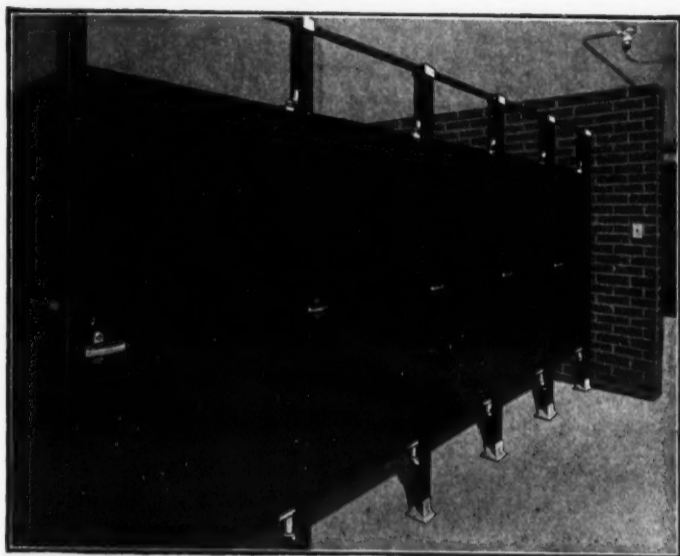
Window shades ought to pull up and down easily and silently. When mounted on Columbia Rollers they always do. An exclusive Columbia device, which makes the roller self-lubricating, insures that smooth, clock-like operation so essential in school equipment.

Your Time Saver

You can save time and trouble by using the Standard Specification for Window Shades which we'll send on request. A specimen roller and samples of *Columbia Cloth* are sent with the specification. Just mail coupon to The Columbia Mills, Inc., 225 Fifth Ave., New York.

Name.....
Street.....
City..... S-4-27

Columbia **WINDOW SHADES**
and ROLLERS

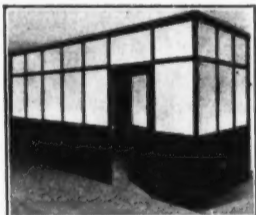


Toilet Partitions, St. John's School, Cleveland; O.

Metal Partitions Have "Arrived"

NOWADAYS when you ask the architect "What kind of partitions?" he's apt to say "Metal, of course!" Sanymetal individual toilet compartments have become a necessity for school and college buildings. They are as much a part of your modern toilet room as the plumbing fixtures. They make sanitation a certainty. They are not easily marred or defaced. They come in standard units to fit any space. They are highly fire-resisting. They are built to stand a lot of abuse from "Young America." And the fact that they are good for the life of most any building makes them a genuine investment in *durability*. Sanymetal—the *standard* brand—costs no more than any other good partition. Remember this when you next specify metal partitions.

Specify
Sanymetal
Office
Partitions



For
Manual
Training
Rooms,
Laboratories,
Etc.

Sanymetal Products for Schools are:
Toilet, shower, dressing and urinal
compartments. Corridor and smoke
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Sanymetal Gravity Hinges. Write for
New Catalog No. 15.

The Sanymetal Products Co.
1703 Urbana Road Cleveland, Ohio

Sanymetal
TRADE MARK
U.S. REG. Toilet and Office
PARTITIONS



Liquasan! The Liquid Soap
It Is Concentrated

ONE gallon of Liquasan by every actual test goes as far as 25 bars of toilet soap. As a rule it costs considerably less to use Liquasan than to use bar soap--and Liquasan protects health because it touches nobody's hands but the users. It is mild and soothing, yet it contains from 15 to 18% of pure, true, neutral soap. This is guaranteed in writing on our labels. Made in three types, Liquasan "T" is for toilet use. Liquasan "M" is for print shop or machine shop use.

LIQUASAN "C"

Concentrated Liquasan may be diluted to make soap of any concentration. Regardless of what price you are paying for liquid soap you can make a better soap of the same strength with Liquasan "C" at less cost.



The Huntington Laboratories
INCORPORATED
Huntington-Indiana

UNIVENT and Glass—*make the difference*



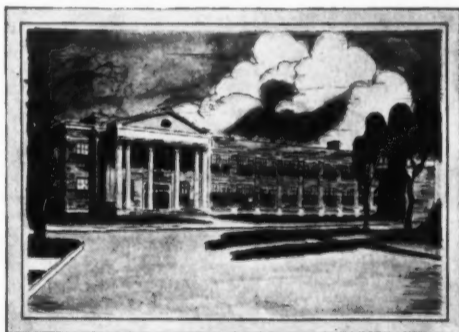
GLASS—to let in light, and to keep out snow and storm.

Univent—to bring into the classroom fresh outdoor air, robbed of its chill and warmed to June-like temperature.

For just as glass guards against the elements, the Univent protects precious lives with a constant supply of invigorating outdoor air, diffused to every nook and corner of the room, with agreeable air motion, but without draft. A dust-free, damp-free, healthy atmosphere that makes minds alert and bodies safe from sickness.

Better health records—better report cards—better attendance—all because science has invented a way to bring the stimulating outdoor air **INDOORS**. Much more simple than opening win-

dows—no dangerous drafts—and results so obviously beneficial



*Sewickley High School, equipped with . . .

UNIVENT

(TRADE MARK)

VENTILATION

that a Univent in every classroom is no more than justice due teacher and pupils.

School authorities, architects, and heating engineers endorse the Univent as the simplest, easiest controlled, most effective and economical ventilating system known. As a result of thorough investigation, schools everywhere, both new and old, are installing the Univent.

Write for our free book, "Univent Ventilation." It tells why good ventilation is necessary and shows how the Univent gives perfect ventilation regardless of extremes of weather.

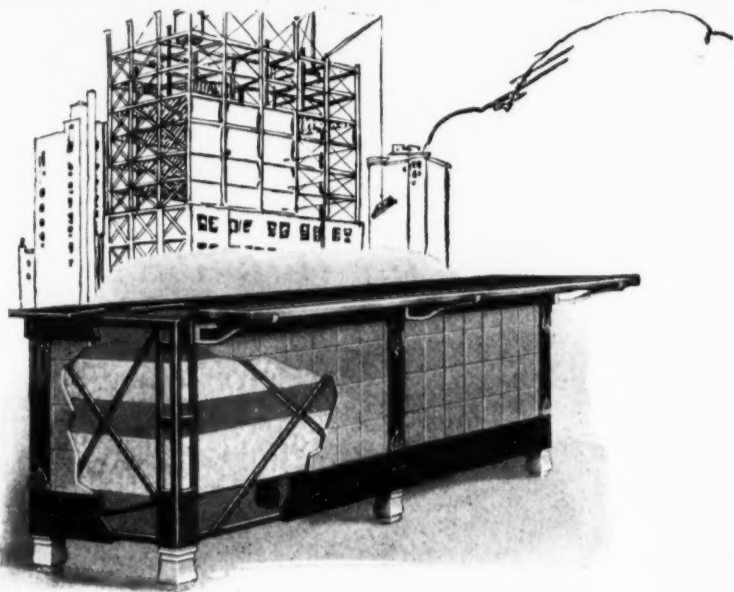
*Sewickley High School, Sewickley, Pa.
Press C. Dowler, Architect, Pittsburgh, Pa.
Bartley O'Neill Company, Piping and Heating Contractor

Manufactured only by **THE HERMAN NELSON CORPORATION, Moline, Ill.**

Builders of Successful Heating and Ventilating Equipment for 20 Years

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Built like a Skyscraper

These counters require no refinishing—no replacing

Here's an attractive, sanitary school cafeteria counter that defies wear. It will not crack, chip, mar or stain. A damp cloth keeps it glistening white. Because of its sturdy steel frame and strong panels and top of beautiful Sani-Onyx, it will last as long as your building.

SANI-METAL Table Bases

Are the only practical and economical construction for school or institutional use. Sani-Metal with genuine porcelain enamel finish, is rust-proof, easy to clean, sanitary and resists wear.

Send for our new catalog of institutional equipment. If you are planning a new installation, write your nearest fixture supply house or this office, giving outline drawing of dimensions of room, location of doors, windows, interior columns, etc., stating number of persons to be fed at one time.

Note the raised rim—exclusive with Sani-Onyx—protects against chipping and cracking of edges and also spilled liquids from running on clothing, floor, etc.



Sani-Onyx **Sani** *Sani-Metal*
Products Co.

20 Sani Building, North Chicago, Ill.

Selling Organization for Marietta Mfg. Co.
and Chicago Hardware Foundry Co.

Sani Products Co., 20 Sani Bldg., North Chicago, Ill.

Gentlemen: I am enclosing a rough diagram of my cafeteria problem for your engineers to work out. I understand this service is free. Please include a catalog with the blueprints.

Name.....

Address.....

City..... State.....



Dignity and Permanence in Floors of OAK



In the Commerce and Administration Reading Room of the Harper Memorial Library, University of Chicago, oak floors are in use.

OLIVER WENDELL HOLMES in his delightful poem, "The Deacon's Masterpiece, or The Wonderful 'One-Hoss Shay'" in the building of which only the strongest materials were used, including floors of oak, points this moral: "little of all we value here wakes on the morn of its hundredth year, without both feeling and looking queer. In fact, there's nothing that keeps its youth, so far as I know, but a tree and truth."

In college libraries and reading rooms, devoted to the study of truth, what more fitting than floors of oak—from the tree that endures for centuries, recognized for ages as the symbol of character and dignity!

Oak floors grow more mellow and beautiful with time; a little attention to the surface is all that is needed to keep them in perfect condition. They are sanitary, because the tight continuous surface repels dirt; and healthful, because wood diminishes the strain of constant standing and walking.

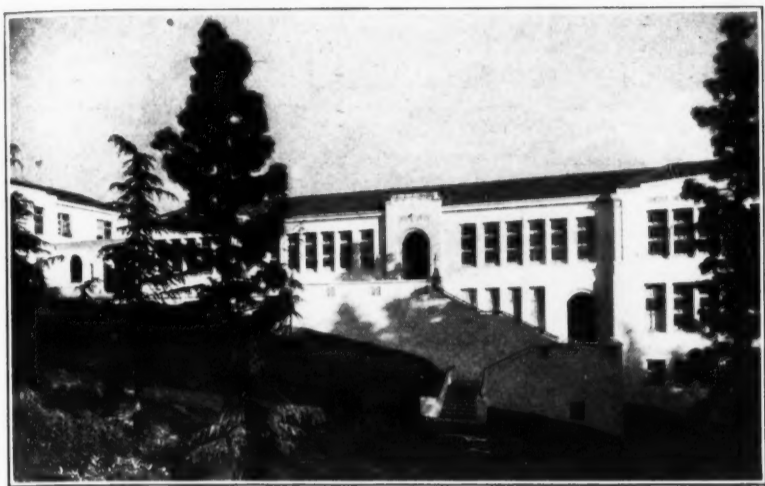
Valuable information on the uses, advantages, and proper care of oak floors will be mailed to school officials on request.

OAK FLOORING
BUREAU
867 Hearst Bldg.,
Chicago

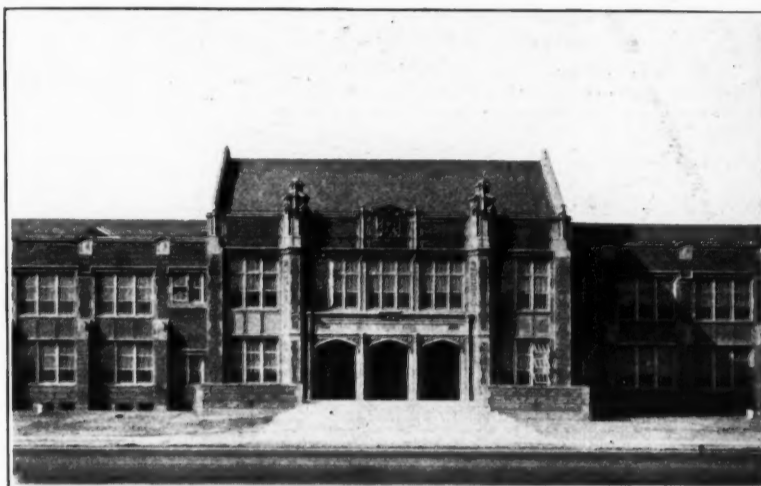
Put your flooring problems up to our experts. We will gladly serve you.

OAK FLOORS
NATURE'S GIFT OF
EVERLASTING BEAUTY

AWNING TYPE WINDOWS EXCEL FOR SCHOOLS



PIEDMONT JUNIOR HIGH SCHOOL, PIEDMONT, CALIFORNIA
Wm. H. Weeks, Architect, San Francisco, California



MAIN ENTRANCE—JOHN MUIR JUNIOR HIGH SCHOOL,
LOS ANGELES, CALIFORNIA
John C. Austin and Frederic M. Ashley, Architects, Los Angeles, California

**"DONOVAN"-UNIVERSAL AWNING TYPE WINDOWS
ARE HYGIENICALLY CORRECT. SPECIALLY ADAPT-
ABLE FOR THE MODERN NEEDS OF SCHOOL BUILD-
INGS. RECOMMENDED AND IN WIDE USE TO MEET
LIGHTING AND VENTILATING REQUIREMENTS.
STURDY, ATTRACTIVE AND ECONOMICAL.**



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UNIVERSAL
WINDOWS
AWNING TYPE**

UNIVERSAL WINDOW COMPANY

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Agents in all principal cities of the United States

Information about the Truscon Donovan Awning Type Steel Windows
may be secured from the Truscon Steel Co., Youngstown, Ohio.



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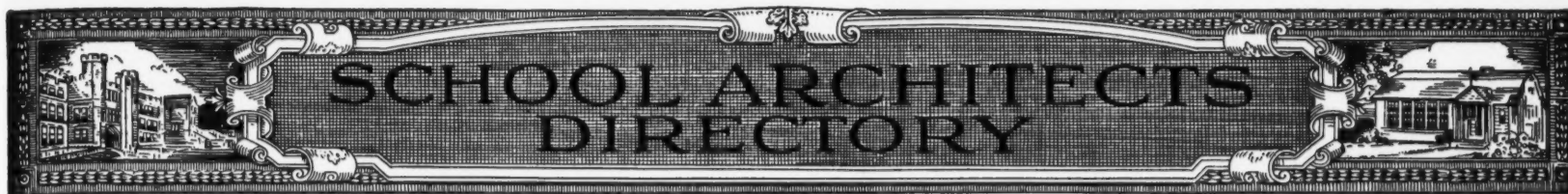
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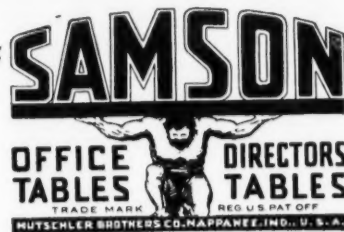
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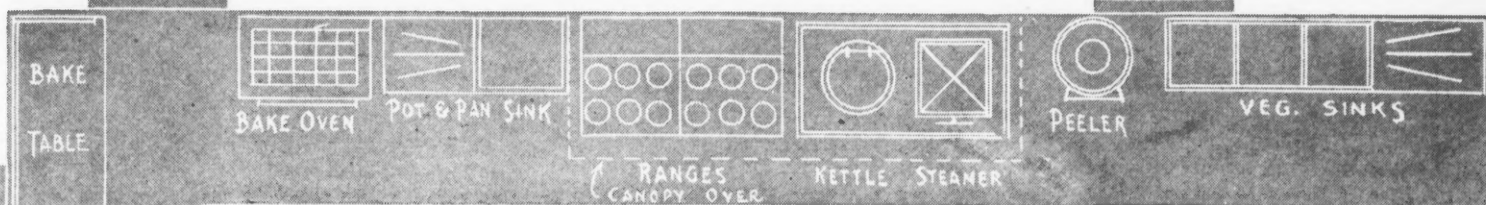
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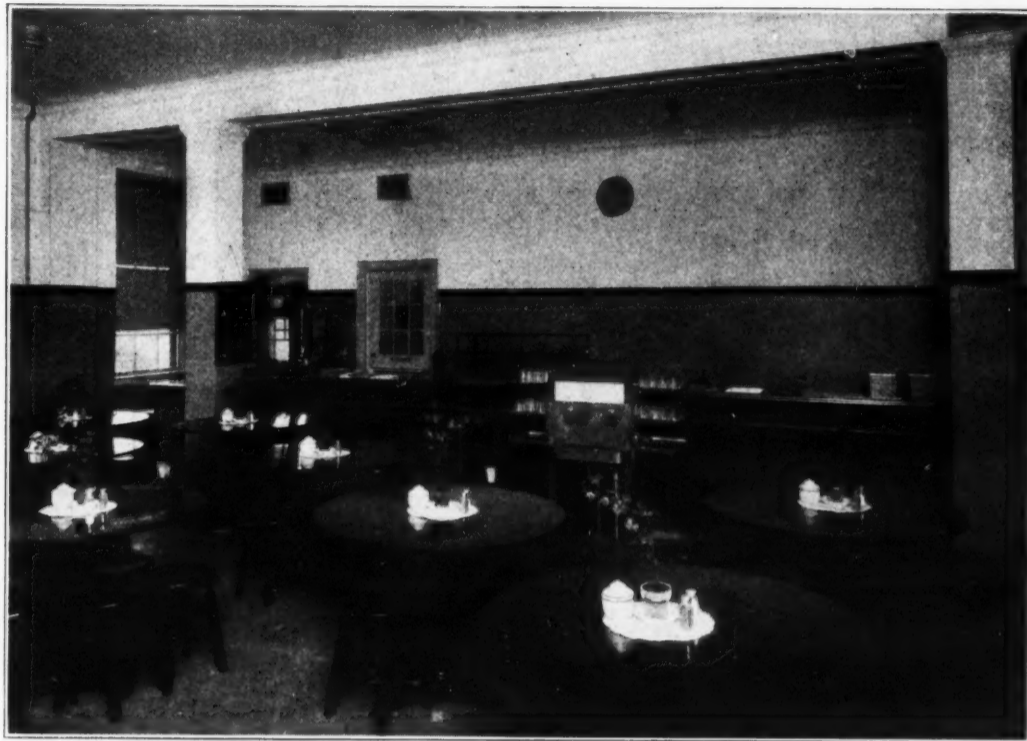
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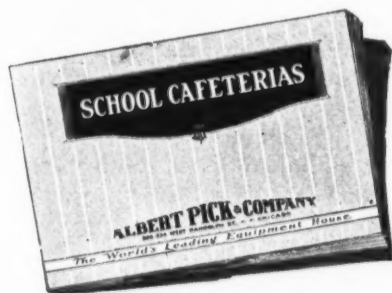
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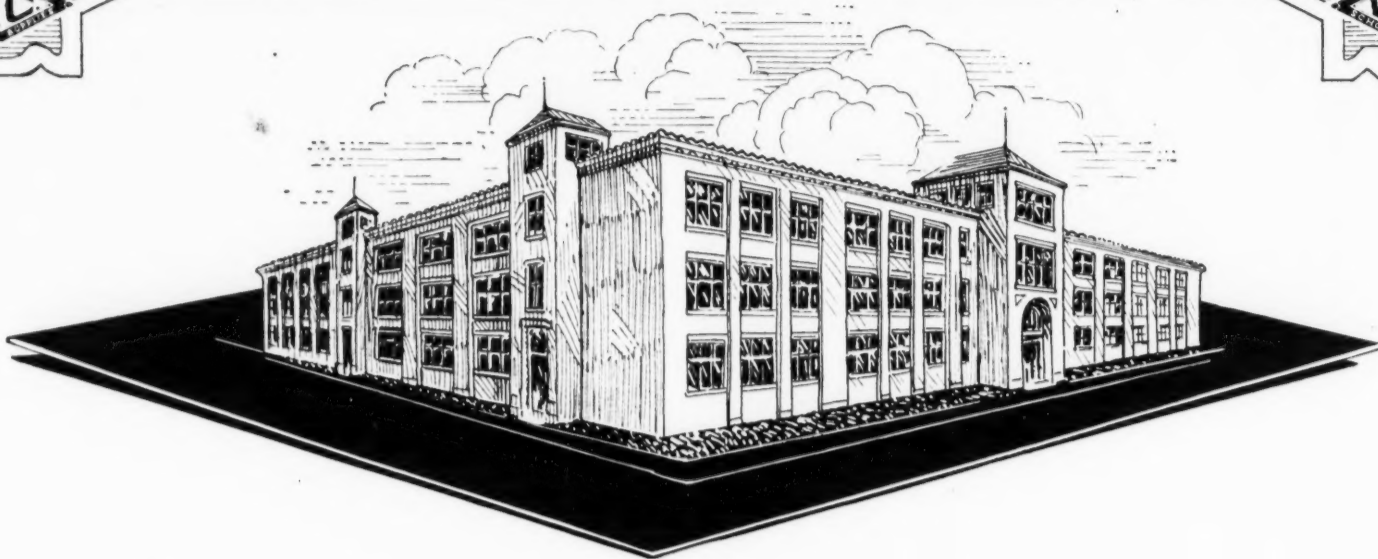
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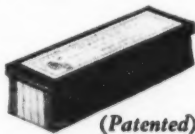


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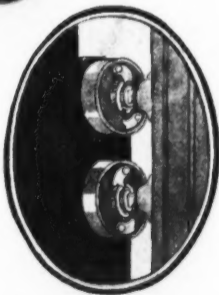
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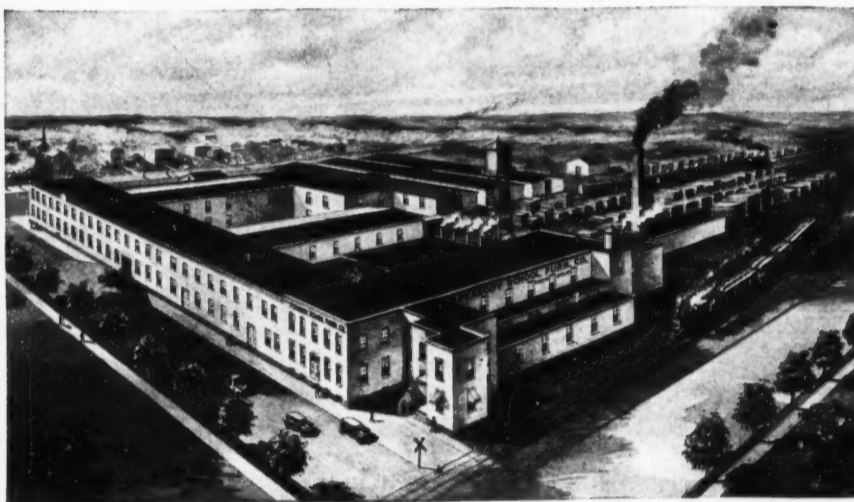
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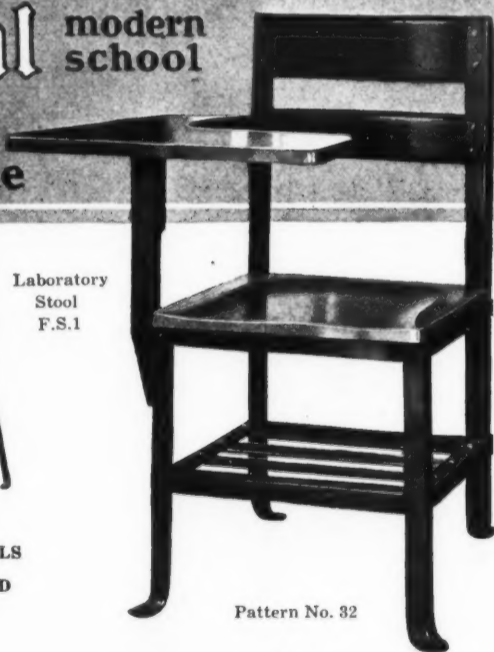
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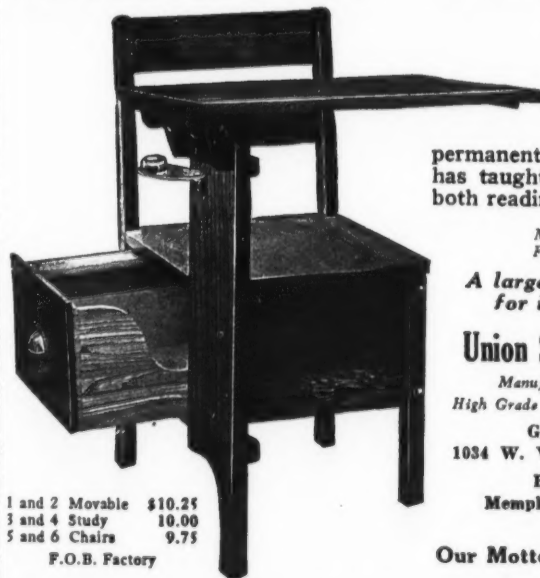
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This model designed for the lecture room or rotating classes. Used very successfully by many large schools as a chemistry room class desk.

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We manufacture desks of many designs. Send for our complete Catalog.

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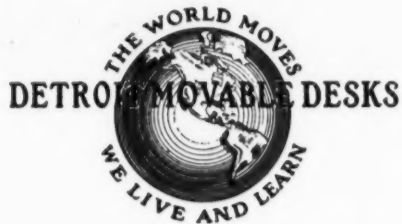
The Moeser Extended Arm



This is a wonderful improvement. Available working space is more than doubled; arm is supported while writing, resulting in better penmanship with less fatigue and nervous strain; correct posture insures greater comfort and less eye strain; full support for back while writing.

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The illustrations show two of the popular "Standard" line patterns.

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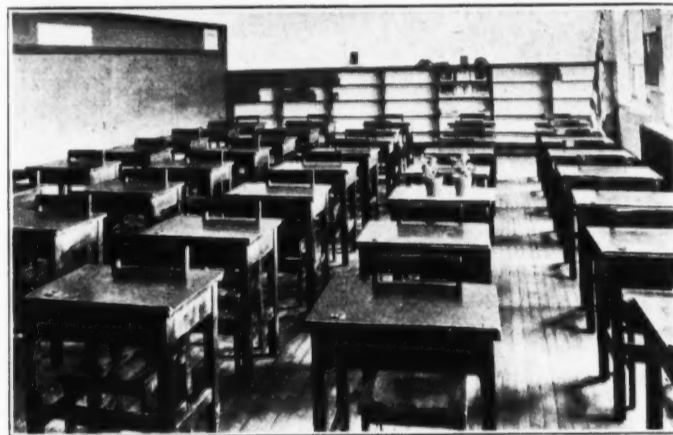
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JAMES LYNN CO.,

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TRUE TO NAME

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The School Desk Supreme



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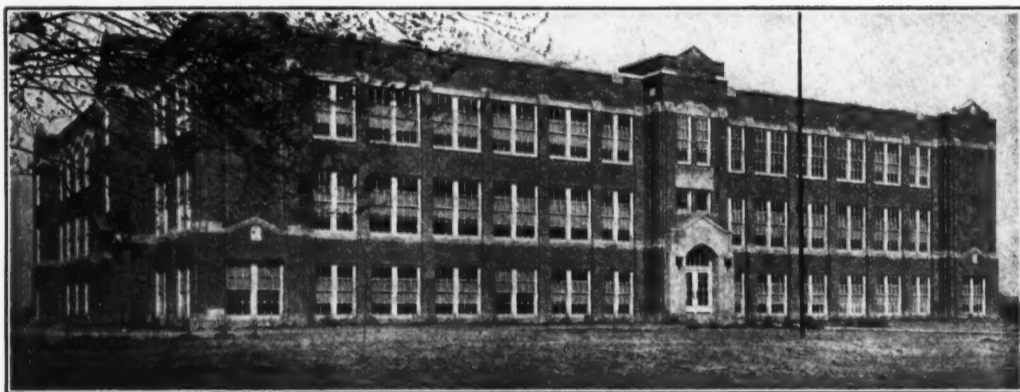
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"LINO" Desks

Trademark Reg.

for Teachers

"LINO" Tables

Trademark Reg.

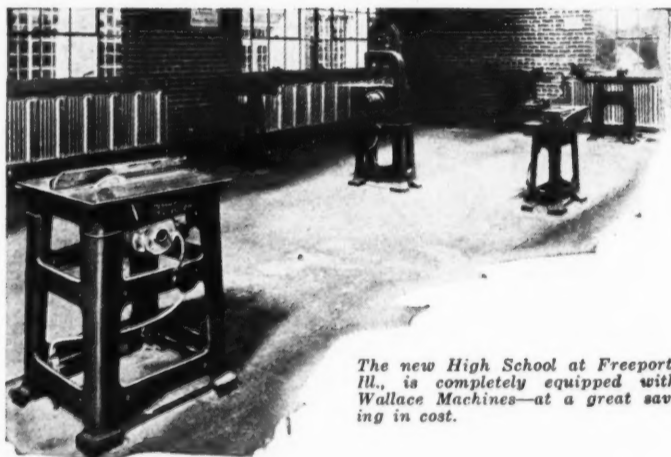
for Cafeterias
are now used in
many of our
FINEST SCHOOLS

No Breakage of Tops

Quiet and Pleasing

*Sample of Top and
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FURNITURE CO.**
GRAND RAPIDS, MICH.



The new High School at Freeport, Ill., is completely equipped with Wallace Machines—at a great saving in cost.

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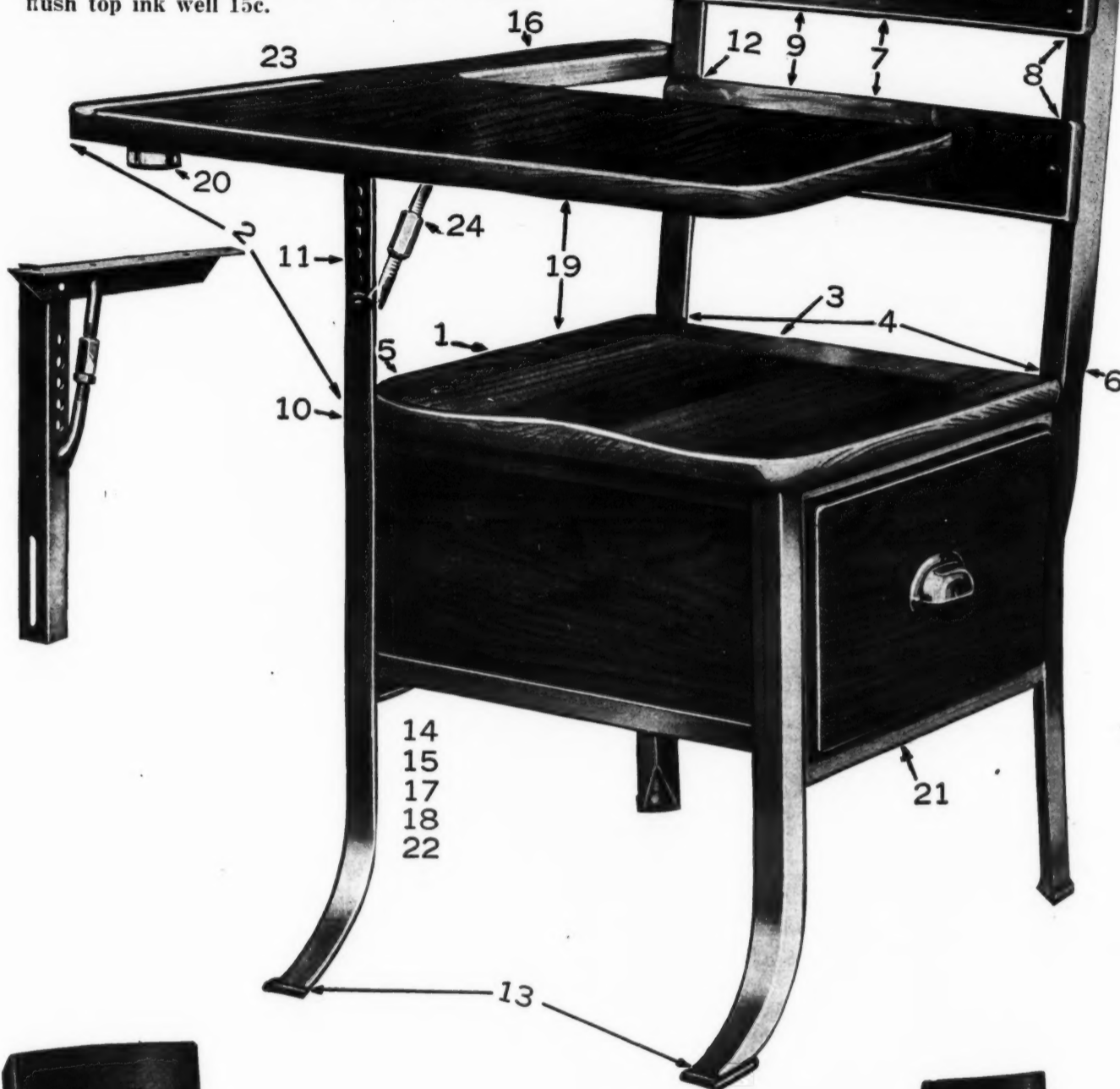
C. CHRISTIANSEN
Manufacturer of this line since 1898
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COLUMBIA INDESTRUCTO CHAIR DESK

Back slats adjustable; Height and tilt of top adjustable.

Nos. 1 and 2—\$4.95; Nos. 3 and 4—\$4.80;
Nos. 5 and 6—\$4.65.

Dovetailed hardwood drawer \$1.50; Swinging flush top ink well 15c.



INDESTRUCTO'S POINTS.

1. Seat of proper height.
2. All corners rounded.
3. Seat saddled to fit body.
4. Seat of proper width.
5. Seat tilted higher at front.
6. Back tipped backward slightly.
7. Back curved to fit body.
8. Back adjustable in height.
9. Back of solid quartered oak.
10. Seat extends slightly under top.
11. Desk height adjustable to child.
12. Desk slant adjustable.
- 11 and 12 constitute a Tilting Top.
13. Curved front feet give same strength and effect as separate support.
14. Desks easily moved for sweeping.
15. Noiseless, no hinges or swivels.
16. Arm rest extending backward.
17. Simplicity—Examine illustration.
18. Durability—Indestructible steel.
19. Finish, dull, lasting quality.
20. Flush top inkwell, noiseless, removable.
21. Box or sliding drawer. May be used on either side.
22. Nothing to catch dirt.
23. Pencil groove on top.
24. Adjustable.



COLUMBIA INDESTRUCTO
TEACHER'S CHAIR AT \$3.50



COLUMBIA INDESTRUCTO TAB-
LET ARM CHAIR AT \$4.25. WITH
PERFORATED SHEET STEEL
BOOK SHELF 25c EXTRA

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MOORE BROTHERS ~ PROPRIETORS
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Viking All-Steel Indestructible Folding Chair



The "Viking" Indestructible Folding Chair costs little more than the ordinary wooden chair.

Strength :-

Because of the all steel construction and design. The "Viking" chair is one which will stand up under the unusually rough treatment to which chairs used in school rooms are subjected. The folding chair with sagging seats, creaky backs, and wobbly joints, is one of the problems of school house equipment—the "Viking" chair is the solution of this problem.

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Because of the inclined back. Perfect comfort such as is not found in other folding chairs has been built into the "Viking" chair.

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Because of the baked enamel finish in the following attractive colors:—Olive Green, Walnut, Mahogany and Gold Bronze. A durable finish that will not chip, rust or peel. Fibre and full upholstered seats may be had if desired.

Illustrated Circular sent on request

MAPLE CITY STAMPING CO.,
PEORIA ILLINOIS

ELGIN SCHOOL TABLE

60 Years of PROGRESS

More Sanitary Rooms for First and Second Grades

MOST schoolrooms are veritable traps for the collection of dust, dirt, and their inherent germs. The stationary, screwed-to-the-floor desk is a breeder of germs, has countless cracks and crevices in which dirt lodges permanently. The only way to get such a room perfectly sanitary is to unscrew the desks and seats from the floor. This, of course, is impractical.

With the ELGIN SCHOOL TABLE the schoolroom will be kept spotlessly clean. When the children leave school at night they place their little chairs on top of their tables, thus permitting the janitor to sweep the floor perfectly clean and to mop it or scrub it with soap and water. The tables are movable, so that every inch of floor space can be reached and cleaned. The smooth table tops are easily dusted. There is no hiding place for dirt and germs.



A portable table, permitting clearing of floor space. Hygienic, sanitary. Permits greater freedom, increases seating capacity, reduces costs and follows out the successful new plan of "group instruction."

Send for free booklet "SEATING EFFICIENCY."

RINEHIMER BROS. MFG CO.

ESTABLISHED

ELGIN, ILL.

SINCE 1867

DEPT. OF SCHOOL FURNITURE

Opportunity for favorable Sales Connection

Several favorable sales connections are now open with established manufacturers selling their products in the school field.

One of these, a manufacturer of equipment used in building maintenance, wants a man for research and sales promotional work. Another, a manufacturer of steel furniture, selling their product in several fields, wants a sales manager to direct and promote their school business. A third, a concern making a product that is used in the industrial-arts departments in schools, desires a man to take full charge of their school department.

In writing for details, please state your sales experience in schools or school connection.

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AMERICAN SCHOOL BOARD JOURNAL,
MILWAUKEE, WIS.

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Built of the finest materials, designed by men who know every school seating requirement, backed by large resources and volume production, Steel seating deserves your earnest consideration. We will gladly send complete details on request.



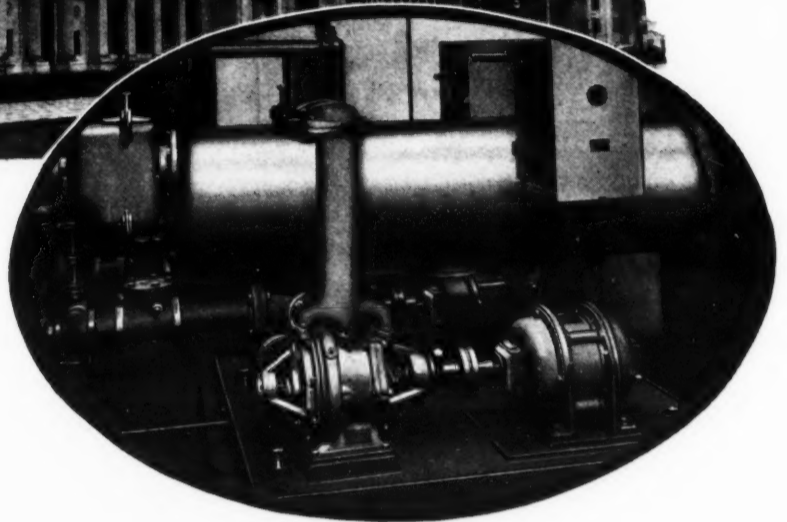
STEEL FURNITURE CO.

GRAND RAPIDS, MICHIGAN



*ABOVE: Alameda High School, Alameda, Cal.
Mr. Carl Werner, Architect, San Francisco,
Cal.*

AT RIGHT: The motor-driven Jennings Vacuum Pump, installed on the return line of the steam heating system.



Alameda High School chooses the Jennings Pump

When you recall that in withdrawing the condensation and air from the return line of the vacuum steam heating system, the Jennings Heating Pump is as efficient after many seasons' service as it is the day when installed, that it calls for no attention, care or adjustment other than packing and lubrication, you can easily appreciate why Jennings Pumps are so widely used in our present-day schools.

Alameda High School, Alameda, California, is but one of many hundred installations.

NASH ENGINEERING COMPANY

SO. NORWALK



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Jennings Pumps

RETURN LINE AND AIR LINE VACUUM PUMPS

CONDENSATION AND CIRCULATING

PUMPS

THE AMERICAN School Board Journal

A Periodical of School Administration

Frank Bruce, Publisher
John J. Krill, Business Manager
Frank O. Dunning, Jr., Eastern Manager

Published on the first day of the month by
THE BRUCE PUBLISHING COMPANY

354 Milwaukee St., Milwaukee, Wis.

Eastern Advertising Office:
56 Church St.,
New York, N. Y.

Volume 74

April, 1927

No. 4

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Advertising and Education

President Calvin Coolidge in a recent public address said:

"A GREAT power has been placed in the hands of those who direct the advertising policies of our country, and power is always coupled with responsibilities. No occupation is charged with greater obligations than that which partakes of the nature of education. Those engaged in that effort are changing the trend of human thought. They are molding the human mind. Those who write upon that tablet write for all eternity. There can be no permanent basis for advertising except a representation of the exact truth. Whenever deception, falsehood, and fraud creep in they undermine the whole structure. They damage the whole art."

The quotation emphasizes truth as the essential factor in advertising. But, it also demonstrates that, in a general sense, there is a relation between advertising and education.

To go one step farther would be to demonstrate that this relation between advertising and education is specific and definite. In other words, that education gains in great part its momentum and fruition through the medium of advertising.

If the schools secure adequate tax support, it is because favorable publicity has inspired public confidence. If some one has bought the bonds that built a new schoolhouse, it is because publicity has paved the way. If modern equipment have found their way into the school plant, it is because publicity has led to their discovery. If the most approved books, supplies, and paraphernalia have found acceptance, it is because publicity has preceded—in brief, advertising has provided that intelligence and guidance that gave new impetus and direction to the cause of education.

THE EDITOR.

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Subscriptions—In the United States and possessions, \$3.00 per year. In Canada \$3.50. In foreign countries \$4.00. Single copies, not more than three months old, 35 cents; more than three months old, 50 cents. Sample copies, 35 cents. No orders accepted for volumes dating back more than five years. Back copies more than one year old, not available.

Discontinuances—Notice of discontinuance of subscriptions must reach the Publication office in Milwaukee, at least fifteen days before date of expiration. Notice of changes of address should invariably include the old as well as the new address. Complaints of non-receipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.

Editorial Material—Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

There is a Standard Electric Clock for every purpose, from the plain classroom clock to the ornamental marble dial for the Auditorium



Fig. 115 List No. 564
Three-Dial Clock with Wood Case

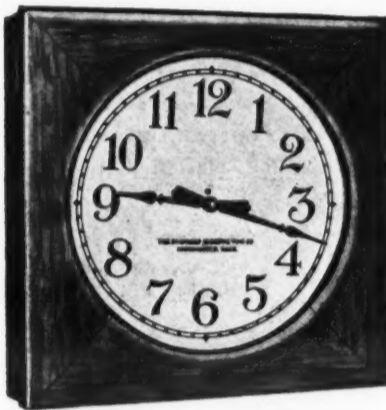


Fig. 116 List No. S-12
Square Wood Case Secondary Clock



Fig. 110 List No. F-12
Flush Type Clock with Wood Ring

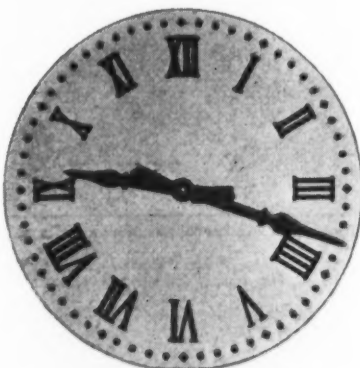


Fig. 113 List No. MD-18
Marble Secondary Clock with Heavy
Cast Bronze Trimming

Standard clocks are furnished in regular finishes which have been found most suitable for school requirements or in special finishes to match the trim, if necessary.

Wood cases are of strong cabinet construction. Metal cases are of copper or aluminum and will not rust.

The illustrations show a few of the most common types used in school work.

Whatever the requirements, you will find Standard Electric Clocks will meet your needs.

Accurate, reliable, long wearing, low in upkeep expense, your schools need Standard Electric Time Equipment.

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BUFFALO—901 Mutual Life Bldg.
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COLUMBUS—83 South High St.
DALLAS—717 Mercantile Bank Bldg.
DENVER—562 Penn St.
KANSAS CITY, MO.—Mutual Bldg.
LOS ANGELES—1244 Innes Ave.
MINNEAPOLIS—745 McKnight Bldg.
MONTREAL—94 St. Felix St.
NEW YORK—50 Church St.
PHILADELPHIA—1725 Sansom St.
SAN FRANCISCO—690 Market St.
SCRANTON—148 Adams Ave.

"Makes Every Minute Count"



Fig. 119 List No. D-12
Double Dial Secondary Clock
with Wood Case



Fig. 118 List No. RM-12
Round Metal Case Secondary Clock



Fig. 112 List No. CI-12
Dust and Water Proof Secondary Clock



Fig. 120 List No. SK-24
Bronze Skeleton Dial Clock

THE AMERICAN School Board Journal

Founded March, 1891, by WILLIAM GEORGE BRUCE

Volume LXXIV, No. 4

APRIL, 1927

Subscription, \$3.00 the Year



School-Board Elections Deserve Attention.

The Business of the Board of Education as Seen by 225 School-Board Members

F. W. Hart and L. H. Peterson,
Department of Education,
University of California

The men and women who give of their time and energy to serve upon boards of education, in the vast majority of cases are public-spirited citizens intent upon doing the best within their power for the schools of their city or district. The questions undoubtedly uppermost in their minds are: What is best for the schools, and how can it be most nearly realized? But, they have little opportunity of coming together in conferences or associations, where such problems may be considered and clarified. Each board is more or less an isolated unit struggling with its problems as best it may, guided only by a few ill-defined general statute or code provisions of the state laws. New members entering upon the duties of school-board service have little to guide or direct them in the formulation of policies, or the making of decisions. The previous practices of the board of which they become a member are, in general, their only standards. They have little or no way of knowing, or finding out, what boards of education in general have found to be the most satisfactory method of conducting their business or fulfilling the obligations of the public trust which they have accepted. It is the purpose of this article to make available the pooled judgment of some 250 individual members, upon certain guiding principles of organization of the business of boards of education.

In order that the judgments obtained might be truly representative of the thinking and experience of members of boards of education, the statement of principles selected for use in this study, was prepared by the president of a board of education, instead of being compiled from the writings of professional educators and school executives. This statement of the principles that should control the business procedure of boards of education, was submitted through the clerks of the various boards to the individual members of 263 boards of education, with the request that each board member give his reaction to the statement in the form of an approval or disapproval of the several principles. In this way it was hoped that a point of view might be obtained truly representative of the persons serving on boards of education, and that this pooled judgment might possess a value, either as a reassurance to the boards of the soundness of their present procedure, or as affording a basis for reorganization that would bring their procedure into closer agreement with the majority opinion of board members as to sound business methods.

Two hundred fifty-six board members, representing 95 boards of education, responded to the request. The principles submitted, nineteen in number, are given in the following tabulation and opposite each principle is recorded the vote of approval or disapproval of the 256 board members, together with the percent of the total.

RESPONSIBILITY OF TEACHERS

The experienced teachers in any school or school system usually enjoy the respect and confidence of the community and are held in veneration by the younger teachers. Their successful work entitles them to such consideration. This being the case, the experienced teachers have it within their power to establish the standards in any school system, by retarding or promoting the cause of progressive education in their respective communities. The tangible and intangible rewards which teachers of experience enjoy are accompanied by real and grave responsibilities for the progress of education in the community and of the teaching profession.—Frank W. Ballou, Washington, D. C.

TABLE I

Distribution of the Vote of 256 Individual Members of 95 Boards of Education Upon Stated Principles of Methods of Conducting the Business of Boards of Education

Note: The form of this tabulation is the same as that submitted to the board members. The space in which the individuals recorded their reaction, is used to summarize the replies.

Needed changes in the present method of conducting the business of the board of education and reasons therefor, as suggested by the president of a city board of education who is also chief executive officer of a large business corporation.

Statement of principles of school administration and duties of the Board of Education	Indicate in the space below your approval or disapproval of the principle as stated, by a "yes" or "no" answer giving reasons or qualifications if you wish		
	Approved	Disapproved	Blank
1. Eliminate standing committees. A city looks to the board of education to manage its schools. With standing committees the board breaks itself up into several smaller boards, loses some of the unity of understanding on the part of the whole body which is so essential, scatters its energies, and wastes its time.	184 72 %	59 ✓ 23 %	13 5 %
2. Systematize its business and give to its executive staff full responsibility for executive detail, and devote itself only to oversight and direction of all that is done.	245 96 %	6 2 %	5 2 %
3. Make the superintendent the executive officer, give him full powers and responsibilities, and hold him strictly accountable for the successful conduct of all departments of the system.	244 95 %	12 5 %	0 0
4. Appoint the superintendent for a three- or four-year term.	212 83 %	29 ✓ 11 %	15 6 %
5. With the superintendent's aid, define the functions of every member of the educational service.	219 86 %	29 ✓ 11 %	8 3 %
6. The board should say to the superintendent: "Everything to be done here is for one end, the education of the child. Everything you recommend we are going to ask you to justify in one way only, by showing that it is necessary to the running of a good school system. You are the expert whom we have put in charge of it, and we are going to see that you do your work, and you are to keep us fully informed and at all times convinced that the work is being done in as complete and effective manner as funds permit."	254 99 %	2 1 %	0 0
7. "If you recommend new things, you must convince us that they are necessary. You will be held strictly accountable for every expenditure. We shall watch the results which you get with the utmost care."	247 97 %	3 1 %	6 2 %
8. The superintendent shall plan a policy of development, and submit the same in great detail; the same to include a report on the school system as it is, with recommendations as to what it should be. The board should study the report with great care, and decide either for or against the policy laid down. This procedure should be repeated at frequent intervals.	252 98 %	3 1 %	1 0
9. The superintendent, as an expert in education, should convince the board by frequent reports thereon, that the schools are continually progressing in two respects particularly—in the efficiency of teachers and in the character of the training given to the children. The superintendent's business is to secure this progress; the board's duty is to see that he secures it and to give him ample powers with which to produce it.	255 99 %	0 0	1 0
10. If the board makes its executive officers take full responsibility for the proper workings of the school system, one regular meeting a month of the board will be ample to transact all its business.	232 91 %	21 ✓ 8 %	3 1 %
11. Adjourned and special meetings may be called when needed.	254 99 %	1 0	1 0
12. Special committees will be appointed to investigate and report in writing to the board on matters that require special attention.	245 96 %	8 3 %	3 1 %
13. Members of a board of education are directors of a large corporation, and should apply the principles of good corporation management to educational affairs. Their executive officers should have authority and be held accountable for the work.	253 99 %	2 1 %	1 0
14. A board should supply funds, supervise expenditures, and determine the policy and future extension of the school system.	256 100 %	0 0	0 0
15. Its duty is to see that the schools are properly managed, and not to manage them itself.	250 98 %	1 0	5 2 %
16. It is not appointed to build buildings, but to see that they are built.	253 99 %	2 1 %	1 0
17. It is not appointed to supervise teachers; but to see that they are supervised.	254 99 %	2 1 %	0 0
18. In short, it is appointed, not to do the work itself, but to get it done.	254 99 %	1 0	1 0
19. As running a school system is an expert business, directed to one end, the education of children, it should be managed by an expert manager, and that manager must be an educator.	254 99 %	2 1 %	0 0

Matters of Technic in Employing Teachers in Smaller Schools

R. V. Hunkins, Superintendent of Schools, Lead, S. D.

This is my third article on the technic of the superintendency in smaller schools. In the first article¹ I attempted to prove that there is a pressing need for the development of a body of technical knowledge about the superintending of smaller schools. I showed that three fourths of all the superintendents of the country work in these smaller schools. In general they represent those with more limited training and experience and are fighting for the most part in the sectors of greatest conservatism. Under their direction is the elementary and secondary education of a majority of the boys and girls of the land. In the second article² were offered some suggestions for accumulating and organizing the needed body of reliable reference material for these smaller-school superintendents. In this connection I emphasized the need of contributions from those actually working as administrators in smaller school systems.

The present paper is offered in keeping with the emphasis on the need of contributions from those in the field, taking as a topic the problem of hiring teachers which is assumed to be a typical one among superintendents. My treatment of this topic must be necessarily only suggestive. If a sufficient number of such treatments, however, could be brought together in a sizable volume, with appropriate analyses and summaries, they would be useful to the beginner and not useless to the initiated.

In this day of the ascendancy of scientific research in education, the reader must be warned at the outset that this article makes no pretense at being "scientific." It is an attempt to present a page from the book of life rather than a chart from the book of science. This statement is made as an explanation rather than an apology. I frankly believe there is a very important place in the literature of our rising profession for careful statements of the results of practical experience.

Development of Guides in Educational Practice

A chief difference as I see it between experience and science in developing dependable guidance for educational practice is that science through controlled conditions reaches authentic conclusions more directly. Experience reaches many of these same authentic conclusions, but reaches them through the process of trial and error. The empirical method, although slower and of course somewhat less reliable than truly scientific method, is the only one immediately available to the busy practitioner in school administration. I have noted, too, in myself and my fellow superintendents that we are more readily convinced by the reports of everyday experience in our field than by the list of conclusions commonly placed at the close of a scientific article.

I have made a few studies which have been accepted as scientific, but I find it much easier to interest men in the profession in a relation of the results of practical experience than in telling them of scientific investigations. I do not desire to disparage scientific effort in education; I am heartily in favor of it. On the other hand, I do wish to emphasize the efficacy of interpreted experience. Possibly some day we shall be far enough advanced in scientific attitude and in equipment for scientific investigation to place the solution of most of our problems in the hands of true science. Meanwhile, there is a place for the analyzed results of practical experience to supplement the limited scientific procedure possible under present conditions in the field of school administration, especially in smaller schools. In this belief I present and

advocate conclusions drawn from practical experience in hiring teachers.

Methods of Employing Teachers

There are two extreme methods of employing teachers. One is that in which the board of education does the employing with little, if any help, from the superintendent. The other is just the opposite. Between the two extreme methods is a third that school experts and common sense advocate as the proper one. In this the superintendent selects and nominates, and the board elects or calls for further nominations. Data on the prevalence of the three methods are unnecessary. The problem is the individual one of getting the right method adopted where the wrong one is in vogue.

What should a young superintendent (or an older one) do if he finds himself in charge of a school where precedent grants him no voice in the selection of teachers? There are such places; I have personally known them. The first impulse of the red-blooded superintendent would be to tell the board "where to get off."

Upon second thought, however, the destined-to-be-successful superintendent would probably reconsider. He would finally accept the condition as a challenge to his training in educational methods and would go quietly to the merchant on the board and ask, "Who hires the clerks in this store that you manage?" "I do," would undoubtedly be the emphatic answer. "Would you manage a store in which you had no say about the employment of the clerks?" might be the next question. "I should say I would not," would probably be the still more emphatic reply. "As superintendent of your schools don't you think I should have something to say about the teachers who are to work under me? Am I not to be held responsible for the success or failure of these schools? Shouldn't I, therefore, have something to say about the selection of those who are going to work with me to make for that success or failure? If I can't prove that I am able to nominate teachers for these schools successfully then I believe I ought to be discharged and some superintendent put in my place who can. That is the way this matter of teacher employment looks to me; what do you think about it?" "Well, now, young man," would be the human reaction, "I never had that thing put up to me in that way before. I believe you are right, come to think about it."

Then this to-be-successful superintendent would go to the other members of the board and approach them, each according to his probable views of the situation as determined by his vocation or temperament. He would then be prepared to present his proposition at the next meeting of the board to which he should go completely forearmed to defend his stand from any possible angle of emergency attack. Ten chances to one the board would grant the request and shortly feel glad to have a troublesome burden shifted to new shoulders besides

having from that time a more wholesome respect for their superintendent.

Technic of Teacher Selection by the Superintendent

The task of the young superintendent, unfortunately, is not complete when he has secured the right to nominate his own teachers. His right to retain the privilege must rest upon his ability to do the job more efficiently than it had previously been done by the school board. He will find that there are many teachers over-anxious to secure almost any position at almost any salary. It would be easy to simply fill the vacancies. The problem is more than that; it is to fill the vacancies with the very best teachers that can be obtained by the most skillful methods of selection and employment.

Three steps in the process of teacher hiring will be discussed here, viz.: (1) getting enough applicants to be certain that the best one available is included, (2) determining out of all the applicants for a given vacancy the one best fitted to fill it, and (3) inducing the best one to accept the position after the selection is made.

The first step, that of getting a sufficient number of applicants, is not usually difficult but it cannot safely be slighted. The usual voluntary applications include those in writing from distant and less distant places, those in person from local people, or those in nearby communities or from those who happen to be passing through, and those of friends or relatives of local people suggested by letter, phone, or personal interview. To the purely voluntary applications the superintendent may wish to add some by personal solicitation of those whom he personally knows or whose records he has previously investigated. Then, in order to be sure to have enough to include the best, he may solicit recommendations from among the numerous teachers' agencies. In my own experience in four north central states I have found the use of teachers' agencies desirable and satisfactory, with the precautions I shall mention later.

There is no necessity for increasing the number of applicants deliberately unless such an increase improves the chances for getting better teachers. Past some uncertain number the point of no returns in added quality is reached. Beyond that point additional numbers increase the job of elimination without helping the cause.

Determining the Best in a Group of Applicants

How to determine the best out of the group of applicants for each vacancy becomes the next step. In some places the superintendent is permitted to go in person to observe the classroom work of some of the candidates. This method has decided advantages of course. It also has some disadvantages. It consumes much time. It limits the number of candidates that can be considered. The teacher under observation may not be at normal and a faulty decision may result. It takes a skillful superintendent a considerable time to determine the quality of a teacher in his own system under regular supervisory conditions. To go into a strange school and in a few hours, or a day, decide upon the merits of a teacher is not by itself a thoroughly dependable method of teacher selection. It must be supplemented by other modes of investigation. When it is so supplemented, however, it is undoubtedly superior to employment by correspondence or even personal interview.

Because of prohibitive distances, and lack of time and for other reasons, many superintendents cannot use the classroom-visitation method of selection. A young superintendent under such conditions need not feel that all is lost and that necessarily his selection of teachers must



¹June, 1926, p. 55.
²September, 1926, p. 43.

be haphazard. The people for whom the teacher works may be quite as capable of evaluating his or her ability as the young superintendent himself even with a personal visit. The problem is to develop a technic for finding out from the other fellow whether the candidate is satisfactory and how satisfactory.

The Use of Form Reference Blanks

Because of the impossibility of personal interviews with, or personal letters to former employees, the employing superintendent must resort to the use of form reference blanks to be sent to those acquainted with the teacher's work. Some such blanks are patterned after teachers' rating scales and require the reporting of a large number of items. My own experience has convinced me that such a blank is undesirable. It is an imposition on the time of the correspondent and indirectly an insinuation that he does not know how to tell a good teacher but can only tell the individual characteristics that go to make up a good teacher. Why not ask for a few essential generalizations from the known data rather than for the details? If he has not given the teacher sufficient observation, or thought to make dependable generalizations, he probably will not do a good job of recording details anyway. If he has generalized adequately the details are not necessary. In filling out these long blanks (which I have stopped doing) I have found myself doing it deductively. I can remember general impressions better than details and can reason from generalizations to the requested details.

For the past six years I have used a short reference blank with good results. The blank is headed by three short sentences promising strictest confidence about the information given and pleading for "the kind of information that you would want if the situation were reversed." These sentences are subscribed to by a genuine signature, not rubber stamped. The rest of the page is reserved for the data required of the one referred to and is called for under seven heads, viz.: "character and personality," "professional attitude," "discipline," "actual skill in classroom instruction," "cooperation and loyalty," "any weaknesses," "general but definite statement of your opinion of this candidate." There is a place for the signature and an indication of the official position. A stamped, addressed envelope is always inclosed.

After collecting the data about a teacher, it must be analyzed and interpreted. It will be found that superintendents and others differ in the degree of frankness with which they divulge their information about teachers. It apparently requires a higher professional standard for some superintendents to candidly state the facts about a teacher. Possibly some feel that any adverse criticism may be taken more seriously than the facts justify. The lack of objective standards for measuring teachers undoubtedly causes many to be cautious. They feel a little uncertain, and at the same time, a desire to be fair. They are apt to be a little more considerate of the teacher than of the pupils that may be involved. In some cases they may feel, too, that if the candidate in question does not get the position some one not so good is apt to get it. All these considerations tend toward liberality in reporting estimates of teaching ability.

The point to be emphasized to the young superintendent especially is that the replies of superintendents, to say nothing of those of others, can not be taken at quite face value. It is not so difficult to determine when the informant is fully satisfied with a teacher. In such a case he is pretty apt to be superlative and inclusive in his statements. But, if he is not quite satisfied, it is difficult frequently to determine the degree of satisfaction or dissatisfaction. The inquiring superintendent must read between the lines as well as on the lines. He must check the state-

ments of one against the statements of another. He must develop skill that approaches intuition in divining what the thoughts are back of the statements. He must also divine if possible whether the informant is a conservative or a liberal in his recommendation of teachers. Skillful scrutiny of a reply may even reveal something as to the informant's ability to judge teaching qualities. For instance, a tendency to be fair, or to be unfair, may be indicated in the tone of a reply.

My own experience has convinced me that too much care cannot be taken in the reading of reference-blank replies. At best the process is subject to some error. But that does not excuse its being slighted. I am convinced, too, that the use of care will eventually develop skill in arriving at a dependable conclusion about the quality of a teacher through the reference-blank method.

Without implying any disparagement of teachers' agencies I wish to offer a word of caution to young superintendents in using teachers' agency credentials. The agencies collect statements from the references given them by the teacher and duplicate them in large numbers to send out to prospective employers. Occasionally I have an opportunity to compare the statement of a superintendent written for an agency and the statement of the same superintendent written to me personally.

I have noted what seems to me to be an important difference in the tone of such statements. In explaining the difference I have only my own introspection to resort to. I have noted a difference in my own attitude toward a request for information about a teacher from a teachers' agency and one from a fellow superintendent direct. When I reply to an agency I know that what I say is going to be copied and scattered far and wide. On the other hand, when I reply to a superintendent I am assured that my comments will not get farther than his files.

In the latter case I feel much more like being free in saying what I feel and saying it all. My professional responsibility receives a much greater challenge in a direct appeal from a fellow superintendent than from a commercialized agency. I am constrained, therefore, to caution young superintendents not to take teachers' agency papers for their face value. In my own practice I have come to use them only for preliminary elimination of candidates. If the agency papers are not satisfactory, I look no farther. If they are satisfactory, I proceed to investigate the candidate by the direct method just as I would for a candidate not using an agency.

In sending reference blanks and in using the returns I favor school superintendents. They are much more disposed to be frank and to be competent to judge a teacher. A preacher may know whether a teacher chews gum in church but he is not likely to know much about her classroom ability and he is apt to be forgiving if he does. Others given as references are likely to be close personal friends and therefore biased.

PROFESSIONAL GROWTH

Attitude determines to a large extent whether or not the superintendent will grow in his profession. The school administrator must have confidence of the right kind in himself and must also have a properly balanced estimate of the value of the services that he is rendering society. However, he must studiously avoid the attitude of self-satisfaction and self-sufficiency; the feeling of having "arrived" in his profession; and the sentiment of bigoted egotism. The attitude of open-mindedness and determination to grow are essential to the professional development of the school administrator. A sense of humor is also a saving grace.—B. L. Parkinson, University of South Carolina.

Many superintendents in smaller places are forced to use inexperienced teachers. For these there is not much of a record to investigate. Under such conditions I recall that I had a great many failures even from among those recommended by training-school directors. The carefully-supervised conditions of the training school seem to give the practice teacher an initiative and control that is more apparent than real, and that vanish under the lack of supervision common to the usual small public school. The case differs, of course, with different training schools and with different candidates. The superintendent of a public school should be able to detect the absence of those qualities that are required for success in a public school better than the training-school director. The superintendent who must use inexperienced teachers should, therefore, have the advantage of visiting the training school in person to select his teachers. He should have that much advantage at least, and should insist upon it.

There are, no doubt, superintendents who have developed a satisfactory technic for selecting good prospects for public schools from training-school candidates. My own hope is that some such superintendent (or several) will analyze the results of his experience and present them for the benefit of the many who face this problem every year.

Inducing the Best Candidate to Accept

Conditions are not as they were imagined by the school board of an unfortunate village of my acquaintance. This board selected all its teachers from those who had made a vigorous campaign. It was their theory that their principal should not be bothered with the job of hiring teachers. It was their opinion, too, that their school was one of the best in the state and as such attracted the very best teachers as a place to teach. Accordingly, they considered it unnecessary and beneath the dignity of their high positions to seek teachers. It was their province to sit at ease and wait for the many clamoring applicants to make their impressions if they could.

This village board did not know what every experienced superintendent has learned, that there is a decided margin of difference in favor of the best teacher who will accept a position if properly approached, over the best one that will accept it with a poor approach or an offer only. It cannot be assumed that the teacher selected as the best will accept the position. Being a strong teacher as her record reveals, she is liable to have other offers actual or potential. She naturally desires the best, and knowing her power, she may be somewhat independent. In order to get the best, therefore, it is necessary for the superintendent to become a salesman for his vacancy. Each school and each community has some mark of merit. The superintendent should recognize these and play them up as a means of attracting high-grade teachers. The teachers are not likely to know about them unless he does, and by his default such teachers may actually accept inferior positions. An efficient superintendent must be able to attract capable teachers and to retain them a reasonable length of time. To do that requires more than simply the ability to properly evaluate the records; it requires high-grade salesmanship.

The Salary Schedule and Teacher Employment

A discussion of teacher employment would not be complete without reference to the salary problem. I believe no school with a superintendent is too small to have a salary schedule. With a salary schedule the salary question comes up only at the time of establishing the schedule or revising it. Without such a schedule the salary question comes up every time a teacher is employed and it is a continual source of wasted time and actual or possible friction.

(Continued on Page 151)

A Check List for the Preparation of Rules, Regulations, and Written Instructions

Ernest O. Melby, Instructor in Educational Administration, University of Minnesota

The problem of the preparation of rules and regulations is, of course, closely associated with many basic problems of educational organization. The principles of administrative organization, the status of the various individuals and groups, the local and state laws, all have a bearing on the problem of the preparation of rules. What is equally important, all of these influences are themselves in a constant process of development.

The superintendent of schools, for instance, is an official whose position is of comparatively recent origin. His status is now rapidly becoming more definite and more clearly understood. The professional character of the work of the superintendent and his staff is recognized to an increasing extent. The developments in the making of rules and regulations may or may not in individual cases keep pace with the developments in the field of principles and in the status of administrative individuals and groups.

It is clear, however, that if written rules and regulations are to have any significance, they should be in harmony with the principles under which the school system is operating. Rules which are out of harmony with the desired principles of administrative policy, tend either to become a drag upon the administrative machinery or to be violated at every turn in practice, finally being ignored and losing all their significance. That this has actually happened, is evidenced by the fact that a number of schools preferred not to send copies of their rules for analysis for the reason that they no longer were representative of the actual administrative practices in the system.

Guiding Principles

Administrative officers faced with the problem of preparing rules, regulations, and written instructions have for their guidance, not only the actual experience of school systems, but the principles set forth by writers in this field.

Engelhardt in the Superior survey sets up the following criteria for rules and regulations:

The rules and regulations of the school board play a large part in creating the atmosphere in which all members of the staff and other employees can work happily, enthusiastically and cooperatively. They should be so conceived as to formulate a guide in helping to make the administrative machinery run smoothly and produce the best results.

1. Rules should be formulated in language clearly understandable.
2. Rules should define clearly the duties and responsibilities of individuals and groups of individuals within the system.
3. Rules should be consistent with the law.
4. Rules should in reality be guiding principles rather than collections of detailed instructions.
5. Rules should formulate administrative policy rather than administrative procedure.
6. Rules should not restrict or kill initiative.
7. Rules should encourage individuals to feel free to act within certain defined limits.
8. Rules should be workable.
9. Rules and regulations should be framed by the executive and his professional staff of the system and approved by the directing board.¹

Morrison from an analysis of the rules and regulations of 20 cities in the state of Illinois in 1925, suggests the following principles to be followed in the preparation of rules and regulations:

1. Rules and regulations should be formulated from an analysis of the service to be rendered.
2. Rules and regulations should definitely fix responsibility.
3. Rules and regulations should eliminate the overlapping of authority.
4. The rules and regulations should grow out of the experience of the men and women performing the service, subject to the approval of the representatives of the people who are to be served.

5. Rules and regulations should be constantly subject to revision under conditions as would insure due consideration for the public good.²

Steps in the Preparation of Rules and Regulations

It would appear that in the preparation of rules, regulations, and written instructions, there are three important steps:

1. Application of the desired administrative principles of local conditions.
2. The expression of these principles in a set of guiding principles which will be known as "Rules and Regulations."
3. Careful and scientific analysis of the duties and responsibilities of all employees, such analysis to be followed by the preparation of written instructions covering performance of duty.

Under this plan of procedure, the board of education will, on the initiative of the superintendent, decide upon the first step, viz.: The application of the principles of administrative organization. The superintendent and his staff will prepare the guiding principles in the form of rules and regulations to be approved by the board. The third step or preparation of written instructions will be carried out by the superintendent and his professional staff. The instructions issued may then be modified by the superintendent and his staff at any time without specific approval by the board. Such instructions will be subjected to constant study and revision in the interest of greater efficiency. Their sole purpose is to assist the personnel of the organization in carrying out the policies agreed upon by the board of education with the superintendent of schools.

Rules and regulations under this plan would confine themselves to statements of larger matters of policy and relationships. Detailed procedures would be left to the written instructions issued by the professional staff.

Adapting Principles to Local Conditions

It is apparent that authorities are in considerable agreement upon the major aspects of the problem of rules and regulations. It is, of course, recognized that there are certain factors affecting practices in particular cities, such as statutory enactments and peculiar local conditions. Because of these facts the approved principles of administrative organization will of necessity have to be applied to the local situation. Failure to take proper account of local problems will result in rules which are unworkable and which rapidly tend to interfere with the efficient functioning of the school system, or to fall into disuse. In some instances fundamental changes in organization may become

²J. Cayce Morrison. The Value of Carefully Defined Rules and Regulations Covering the Work of the School Board and the Superintendent. *The American School Board Journal*. February, 1926, p. 49.

REAL BOOKS

Paul J. McCann

Living life in a Romance Book,
Perched in a cosy little nook,
I see knights, for ladies fair,
Fighting, giving themselves no care.
Student princes and ruling kings,
Queens and their royal wedding rings,
All contribute to an hour
Spent in reading of great power
Treading the path of wayward lads,
Running away from angry dads,
Making their way to far-off Nome—
Coming, prodigals, back to home!
Then, the stories of robbers bold,
Pirates hiding their stolen gold,
Smugglers hurrying off to sea,
All these tales are the life of me!
Thus, I am often with a book,
Perched in a cosy little nook,
Joyous with humor, sad at pain,
Making a story LIVE again!

necessary either through legislative enactment or local action.

Diagramming the Organization

In perfecting any organizations it is not only important to establish the right relationships but such relationships must be made clear to all concerned. The direction of all members of the personnel staff should be clear not only to the board and superintendent but also to all subordinate staff members. Graphic representation of such relationships in the form of a diagram of the organization is a very effective way of explaining the organization. Such a diagram reveals not only points of strength but with equal force elements of weakness. For this reason such diagrams are especially helpful to those engaged in perfecting organizations and preparing rules for their government.

Provision for the Necessary Controls

Without doubt, one of the problems confronting school administrators in the preparation of rules and regulations, is the question of the necessary controls. Having outlined and diagrammed the basic organization, the next step is the expression of the policies of the administration in the form of rules and regulations. If these policies are to be carried out, definite responsibilities must be delegated. The administrator must be assured that certain duties must be performed. These duties and responsibilities will be listed. Makers of rules will seek first to include such provisions as have been found essential in practice. The problems of school administration may be grouped around certain major headings. Having provided for essential matters in connection with these larger problems the administrator will give proper consideration to peculiarly local conditions. Each administrative group should make its own list of controls. The list here given is suggestive only and includes such items as have been found valuable by school systems in practice. No attempt is here made to evaluate the relative importance of the various items on the list. Such evaluations should be performed by each administrative group in the light of its own peculiar problems. Items unnecessary or undesirable in local situations should be omitted. Other items not found in the list will be added as local conditions and experience may suggest. The essential factor is that the problem be approached from the standpoint of careful study.

PROPOSED CHECK LIST

For the Preparation of Rules and Regulations

I. Board of Education

- A. *Membership and election.*
Consistent in all cases with the law. Opinion favors a small elective board. (Strayer).
- B. *Organization.*
Consistent with law. Experience does not favor standing committees. Authorities favor direct action by the board with special committees. (Cubberley.)
- C. *Officers.*
 1. Designation
 2. Duties of officers.
Varying with local conditions, always consistent with law.
- D. *Meetings and business procedure.*
Conducted according to accepted rules of parliamentary procedure. A problem to be studied by the board in order that economy and efficiency may be secured.
- E. *Major responsibilities of the board of education.*

Theisen submitted the following list of responsibilities to 531 judges, who ranked them in the order given below:

1. Select the chief executive officer and support him in the discharge of his duties.
2. Pass upon the annual budget for maintenance prepared by the chief executive and his assistants.
3. Debate and pass upon recommendations of chief executive.

¹Fred Engelhardt. *Report of the Survey of the Public Schools of Superior, Wisconsin*, p. 22.

4. Advise with the chief executive on his recommendations.
5. Appoint—upon nomination and recommendation of the chief executive—teachers, principals, and supervisors.
6. Determine, after consultation and discussion with the chief executive, the schedule of salaries.
7. Require and consider report of the business transacted or pending and of the financial status of the system.
8. Require and discuss report of the chief executive concerning progress of the schools.
9. Adopt, upon consultation with the chief executive, a set of by-laws or rules for the government of the school system.
10. Pass upon architect's plans, approved by the chief executive.
11. Represent needs of the schools before city authorities or the legislature.
12. Approve the list of bills for expenditure previously authorized and approved by executive officers.
13. Consider recommendations of executive officers on legal matters.
14. Approve textbooks selected by the chief executive and approve courses of study recommended by him.
15. Represent needs of the schools before the public, e. g., press, platform.
16. Serve as laymen, ready to champion school needs and to further public support of the schools.
17. Act as a court of final appeal for teachers, supervisors, and patrons.
18. Hear communications, written or oral, from citizens or organizations on matters of administration or policy.

II. Administrative and Executive Staff

A. Superintendent of schools.

1. Selection.
Consistent with law.
Selection by the board for a term of three to five years seems desirable. (Morrison.)
2. Official relationship.
The superintendent should be directly responsible to the board of education, possessing the power of initiating and executing policies, with the power to delegate responsibilities to associates and subordinates. (Morrison.)
3. Major responsibilities. (Theisen.)
 - a. Personnel.
Teachers—principals—supervisors.
 1. Nominations.
 2. Appointments.
 3. Assignments and transfers.
 4. Improvement of teachers in service.
 5. Leaves of absence.
 6. Salaries.
 7. Removal of teachers.
 - b. Instruction.
 1. Propose courses of study.
 2. Recommend textbooks.
 - c. Administration.
 1. Prepare budget.
 2. Initiate new policies.
 3. Recommendations relative to buildings.
 4. Recommend supplies and equipment.
 5. Prepare rules and regulations.
 6. Reports to the board.
 7. Receive communications and complaints.

B. Assistant superintendents.

1. In charge of educational affairs.
 - a. Official relationship.
Selected by and responsible to superintendent.
 - b. Major responsibilities.
Defined by superintendent. In general these will be the organization, administration, and supervision of instruction. Assistant superintendent will be assisted by:
 1. Supervisors.
 - a. Designation.
Varies with type of supervisory organization.
 - b. Official relationship.
Varies with type of organization.
 - c. Major responsibilities (Spain).
 1. Field work.
 2. Research.
 3. Teacher training.
 2. Principals.
 - a. Designation.
 1. Elementary
 2. Secondary
 3. Special

Administrative and supervisory officers in charge of larger school units. Details of relationship varying with the local situations.

- c. Major responsibilities.
 1. Organization.
 2. Supervision.
 3. Administration.
 4. Community relationships.
 5. Plant maintenance and control.

3. Teaching staff.

- a. Designation.
- b. Official relationship.
- c. Major responsibilities.
 1. Instruction.
 2. Care of physical conditions.
 3. Organization and child accounting.

C. Assistant superintendent in charge of affairs.

- a. Official relationship.
Selected by and responsible to the superintendent of schools. (Theisen.)
- b. Major responsibilities. (Theisen.)
 1. Business and finance.
 - a. Financial and purchasing agent.
 - b. Investment of funds.
 - c. Purchase of supplies and equipment.
 - d. Audit claims.
 - e. Approve bills.
 - f. Prepare Payrolls.
 - g. Approve construction estimates.
 2. Organization for business affairs.
 - a. Job analysis.
 - b. Standards.
 - c. Personnel.
 1. Accountants.
 2. Clerical workers.
 - d. Preparation of written instructions governing performance.
 3. Plant construction, operation, maintenance, and equipment.
 - a. Call for bids on construction, fuel, supplies, and equipment.
 - b. Prepare or have prepared plans and specifications for new buildings and improvements or alterations for old buildings.
 - c. Recommend necessary repairs.
 - d. Organization for maintenance, operation, and construction of plant.
 1. Job analysis.
 2. Standards.
 3. Personnel organization.
 4. Written instructions regarding performance.

III. Rules and Regulations Controlling Personnel Relations³

A. Supervisors, principals, and teachers.

1. Classification according to
 - a. Training.
 - b. Experience.
 - c. Position.
2. Conditions of employment.
 - a. Qualifications.
 - b. Residence.
 - c. Marital state.
 - d. Other conditions.
3. Contractual relationship.
4. Salary regulations.
 - a. Payments.
 - b. Absence from duty.
5. Salary schedules.
6. Leaves of absence.
7. Assignment and transfer.
8. Dismissal.

B. Pupils.

1. Admission.
2. Tuition.
3. Transfers.
4. Attendance.
5. General regulations.

IV. General Administrative Regulations⁴

A. Responsibilities of pupils, such as

1. Conduct.
2. Fraternal organizations.
3. Others.

B. School calendar.

C. Health and medical regulations.

D. Community use of plant.

E. Interscholar relationships.

F. Restrictions, such as

1. Sale of articles by teachers.
2. Admission of agents and solicitors.

Written Instructions

It has already been pointed out that rules and

³To be consistent with and include all state regulations.

⁴To be consistent with and include all state regulations.

regulations should be guiding principles. This does not mean that detailed instructions are not desired. It merely relegates them to a different category, viz.: that of "Written Instructions." "Rules and Regulations" control behavior, "Written Instructions" govern performance. The value of good instructions cannot be questioned. Executive officers must first decide what duties are to be performed. They must then scientifically determine the best methods of performing these duties. Finally, instructions describing such methods must be drawn up. Each of these steps is vital to the preparation of a helpful set of written instructions.

Industrial Technics

In the preparation of written instructions, school systems may find valuable assistance by a study of the work done in this field by commercial corporations. At one time trade skills and "rule of thumb" were the sole guides to the worker in industry. The arrival of the efficiency engineer subjected industrial processes to scientific study and analysis. Increased output and greater efficiency resulted. Within a few decades efficiency methods have been introduced by numbers of commercial corporations. Detailed studies of every operation, time and motion studies, studies of types of material, study of personnel problems, and many other efficiency measures have resulted in placing industry upon a much higher plane of efficiency.

Job analysis with time and motion studies increased the rate of loading pig iron from twelve and one half tons per man per day to 47 tons per man per day.⁵ The same principles applied to the work of shovelers, raised the number of tons shoveled per day from 16 to 59.⁶ Applied to brick laying, the same systematic study of operations increased the average number of bricks per hour by one bricklayer from 120 to 350.⁷ This was accomplished in the words of Taylor through:

"The development of the science of bricklaying by the management (not by the bricklayer) with rigid rules for each motion of every man and the perfection and standardization of all implements and working conditions."⁸

Job Analysis

In making job analysis and scientific studies in the field of educational administration, the technics employed in industry may be suggestive. Thus, Charters lists four methods of making a job analysis:

1. *Introspection.* This is the method used by the person who is already familiar with the job whose duties are to be analyzed. To make a job analysis of the duties of a Sunday-school teacher, a person who has taught Sunday school would naturally begin by listing all the duties that have come within his experience. The printer who purposes making an analysis of his occupation will likewise list all the duties of which he can think. The public-school teacher will list the duties met in the classroom.

But it is probably not sufficient—at any rate it is neither safe nor economical of time—to trust one's own unassisted analysis. Even if one is familiar with the job, it is better to supplement introspection. If one is not familiar with it, it is better to begin with interviewing.

2. *Interviewing.* By this second method the interviewer asks the person on the job to give a list of his duties; after the list has been jotted down by the interviewer and typewritten, it is returned to the worker for correction. Other workers on the same job are interviewed independently, and later the lists of the workers are compared in order to get a composite group. In every case a man in authority who knows the job is asked to check the list and add whatever items have been left out.

3. *Working on the Job.* The foregoing method is perhaps most convenient because it takes the least time, but in some cases a third method is used by the analyst. He works on the job and carries through the operations himself. The advantage of this method is that the investigator comes to the job with scant knowledge of its processes and, therefore, is better able to analyze it than are old

⁵F. W. Taylor, *Principles of Scientific Management*, p. 69.

⁶Ibid., p. 71.

⁷Ibid., p. 81.

⁸Ibid., p. 81.

The Administration and Collection of Nonresident Tuition

Newton R. Hegel, Director of Attendance, Minneapolis, Minn.

The statutes of various states make attendance in the elementary school compulsory. Aside from the giving of various types of special aid, the states do not finance the schools directly. This is left for the local districts to do. Here an interesting question arises. Can the community legally pay for the schooling of a nonresident child if any taxpayer objects? Where the community is prosperous and easily able to pay its educational bills, there is generally not much question raised as to which children have the right to be admitted. Where it is not so prosperous and finds it difficult to carry its educational burden, there is more question as to which children are to be educated at the district's expense. The great rise in the cost of instruction has recently focused more attention on the problem.

Children tend to drain toward the larger centers of population. A village attracts them from the country, and metropolitan centers attract them from both rural and village neighborhoods. In large cities, if no question of residence were raised, the number of nonresident children would be very large.

State Provision for Nonresident Pupils

The states as a rule make provision for one class of nonresidents, namely high-school students coming from districts maintaining no high schools. For example, Minnesota pays \$7 per month, which formerly represented roughly the average cost of high-school instruction.¹ Other states make other provision. The payment is generally confined to children attending high school within the state. One state, South Dakota, has taken a broad view of the matter and requires the home district to pay not only the entire cost of high-school education, but to pay it to any district in or out of the state where the child may find it convenient to attend.²

In the elementary field, each district is required to maintain a school. If nonresidents are admitted, the district will have to foot the bill unless the parents can be induced to pay tuition. From the standpoint of the taxpayer, tuition fees become an important matter. With the cost of kindergarten instruction amounting to \$70 per pupil, elementary instruction to \$90 per pupil, and high-school instruction to \$120 per pupil, a district need not admit many nonresident pupils before the increased cost would be significant.³ That the field is worthy of attention is demonstrated by the experience of Minneapolis.

Nonresident High-School Pupils for Whom the State Pays Tuition

Prior to the fall of 1923, tuition cases were referred by the schools to the finance department. Those for whom reimbursement was received were reported directly to the state department of education. Since that time all types have been referred to the department of attendance and research for investigation. The first group to which serious attention was paid were the children for whom the state pays tuition at the rate of \$7 a month. The following table shows the increase in the number of such cases found and reported during the last three years and the corresponding increase in the amount of tuition received from the state. There is no reason for supposing that the number of nonresident high-school students is much larger than it was three years ago. The state rate has not changed, nor have the responsibilities of principals and clerks been changed in any way.

The difference is due to checking technics set up by the central office. In organizing these technics the information contained in the continuous school census has been used to advantage.

Table 1—Number of Cases and Amount of Nonresident Tuition Received from the State
Minneapolis Public Schools

Year	Number of Cases	Amount of Tuition Received from the State
1922-23.....	270	\$22,093.00
1923-24.....	525	39,349.50
1924-25.....	915	51,313.00*
1925-26.....	1013	57,578.00*

*The State has been delinquent in its payments for the past two years, about seven per cent.

At this point it may be well to state that the tuition received by Minneapolis from the state for a nonresident high-school student is \$66.50, which is only 55 per cent of the actual cost of instruction. The rules of the state board of education require the admission of children coming from districts in the state which maintain no high school, and makes the payment of special state aid contingent upon such admission. The special state aid, however, is allotted for reasons entirely independent of the number of nonresident children schooled. The situation means, therefore, that the city of Minneapolis spends approximately \$46,000 for the instruction of nonresident high-school students, whom the state regulations require our schools to admit. It is obvious that a much fairer distribution of the burden would be for the state to pay the entire cost, or to require the home district to pay the entire cost. Whatever advantage may accrue to small communities in the form of a better-balanced high-school program to offset this loss, certainly no advantage accrues to the larger city.

Nonresident Pupils From Whom Tuition is Collected

The other phase of the problem consists of the nonresidents for whom the state pays no tuition. These may be either elementary pupils on the one hand, or on the other, high-school students coming from communities within the state which do maintain high schools, or from other states. For the year 1923-24 the limited facilities of the department of attendance and research were devoted to the checking of state tuition cases, where the greatest amount of money was being lost through inadequate technics. During the past two years, however, more attention was given to the nonresidents for whom the state pays no tuition. This increased attention is reflected in the amounts collected from individuals for the last four years.

Table 2—Amount of Tuition Collected from Individual Nonresident Pupils
Minneapolis Public Schools

Year	Amount Collected
1923.....	\$3,370.43
1924.....	3,684.95
1925.....	6,769.38
1926.....	8,529.20

At the same time a great many children who are not properly a burden upon the taxpayer of Minneapolis have been returned to their home districts. The number of such exclusions made last year at the central office, where a careful record was kept, amounted to 210. At a conservative average of \$100 apiece, this saved the taxpayers of the city \$20,000. Furthermore, the saving is cumulative, because most of these cases once admitted would have continued in school year after year. If the number of pupils whose cases did not get as far as the central office are considered, or who did not attempt to enter because of their knowledge of the vigorous enforcement of the tuition rule, the actual saving must certainly be several times the amount above mentioned.

Determining the Residence of School Children

To determine whether a child is actually a resident in a district is not as easy a matter as might appear at first blush. The statutes of most states are vague in this regard.⁴ Complete freedom of movement is a cherished principle in American life. The public has been unwilling to subject itself to any scheme of residence registration. It is obvious that a minor child is less free to change his residence at will than is an adult, and that his residence is in most cases determined by that of his natural guardian. However, in actual practice a great variety of exceptional circumstances present themselves. In many cases the residence of the parent himself is in question, and in others there are reasons why a child may establish a residence other than that of his parent.

Classification of Tuition Cases

A careful study of the entire field was made in Minneapolis. A questionnaire was called for from all children enrolled who were not living with their parents within the city. The returns were carefully compared with the continuous census records. Wherever questionnaires were missing they were sent for from the schools. The number of cases thus reviewed was 3,340. These were classified into a number of groups according to the varying social factors involved.

The attendance department must, of course, depend largely on the schools to check out tuition cases.

*For a fairly definite statement of residence, see section 1402, Pennsylvania school code.

TABLE 3—Classification of Minneapolis Tuition Cases

Case	Classification	Total No. of Cases	Excluded	Tuition Collectible	Tuition Collected
1. One or both parents living in the city at another address....		419	.....	.....	.....
2. Broken Home—both parents missing.....		378	.....	.....	.....
3. *Broken Home—one parent missing, the other remarried. Step-parent condition.....		52	4	.....	.....
4. Broken Home—one parent missing, the other failing to support.....		139	.....	.....	.....
5. Broken Home—one parent missing, the other boarding child here, maintains no home.....		296	1	.....	.....
6. Broken Home—due to the protracted illness of one or both parents.....		16	2	.....	.....
7. *Broken Home—parents away for travel, study, etc.....		27	1	5	0
8. Financial difficulty at home.....		82	12	.....	.....
9. In the city for medical, religious, musical, or art instruction..		14	.....	14	3
10. Parents moving into city or out of city; child sent ahead or left behind.....		138	.....	.....	.....
11. Educational advantages in the city.....		127	73	54	32
12. No high school at home.....		52	18	34	8
13. Visiting friends or relatives.....		53	31	22	3
14. Immigrants.....		20	1	.....	.....
15. *Filipinos.....		9	.....	.....	.....
16. Suburban.....		117	41	76	50
17. Exchanges.....		24	.....	.....	.....
18. *Special Classes.....		23	.....	.....	.....
19. State Tuition.....		1013	.....	.....	.....
20. Postgraduate.....		46	8	38	38
21. Over twenty-one years of age.....		54	18	36	17
22. Students otherwise subject to tuition but taking courses exempted from tuition.....		136	.....	.....	.....
23. Part-time, irregular students—taking special work—part-time payments.....		80	.....	80	80
24. Living on government land.....		4	.....	.....	.....
		3340	210	368	240

*The number of exclusions in the starred classifications will be greater this year because of more stringent rulings. The spread between the number of

cases collected for and the number collectible is due to the fact that many cases withdraw shortly after agreeing to pay. In many other cases exclusions were held pending final rulings by the school board.

¹Chapter 14, Sec. 3028, Paragraph 4, General Statutes of Minnesota, 1923.

²Chapter 214, South Dakota Session Laws of 1921.

³Cost of these activities in the Minneapolis Public Schools.

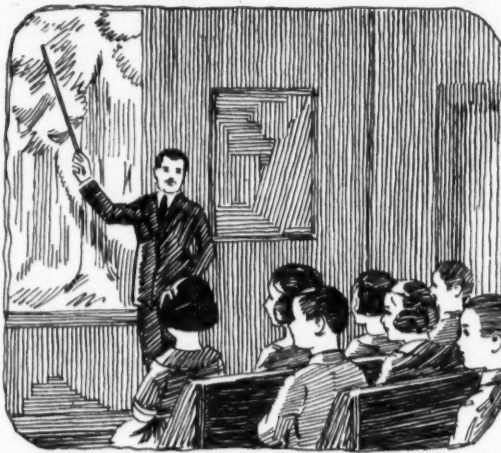
tion cases and to secure much of the information needed. In order to give as little room for variation in personal judgment as possible among so many workers, the schools are asked to submit a questionnaire for every child who is not actually living with father or mother within the city limits. Experience has shown that it is wiser not to include the words "legal guardian" in this statement, because the real facts concerning guardianship are sometimes difficult to get at and require investigation.

Analysis of Various Tuition Cases

Case 1. When parent and child are both living within the city, but at different addresses, the situation is generally due to some unfortunate break-up of the family. The father may be dead and the mother unable to support, in which case some relative may be willing to take the child. There may be a step-parent, so that the child goes to live with the grandparents. Or, the parents may be sick and unable to support. In such cases the child is frequently working in someone else's home. In all these cases, of course, the children are legally residents of the city. It may seem at first like waste work to review such cases. However, the mere fact that the family situations give indication of being unstable, make them worthy of special supervision. Frequently the remaining parent, while still responsible for the child, moves out of town. Immediately the question arises as to whether the child is still resident. Furthermore, where social data have to be collected from so many individuals, the less room allowed for variations in judgment the more complete and accurate become the data.

Cases 2-6. Anyone working with tuition cases cannot fail to be impressed by the number of homes broken by death, divorce, and desertion, and the social handicaps placed upon the children by these misfortunes. In the foregoing classification 861 cases were listed under the heading of broken homes. It is obvious that this does not include all the broken homes, some of which are grouped under other headings, nor the many cases not included in this record where one parent has died and the other does his or her best to maintain a home for the children. In 378 cases both parents were missing, and the children were truly orphaned. Frequently step-parents make the situation intolerable for the stepchildren, so that they wish to live with relatives or friends. Such situations vary widely. Where the attitude of a step-parent is so hostile that it practically drives the child out of the home, the child in all probability becomes truly a resident with whatever relative wishes to befriend him. However, at other times it may be merely a childish whim to evade a reasonable discipline which brings him to live with an uncle or an aunt, or a grandparent, who is not related to the disliked step-parent. In such cases it becomes a nice social question to decide whether the child has a claim upon the community.

Where a child has neither parent to depend upon it does not necessarily follow that he is a resident wherever he hangs his hat. Before he can be considered such it must be clear that the home selected for him is the best solution for the social problem involved. For example, a child might lose his parents in one community, have all his relatives there, but prefer to live with a friend in a different town in order that he might attend school there. In only a few cases does the child or his friend admit that schooling is the determining factor in the choice of residence. Again, where a surviving parent boards a child in a different community, it must be made certain that this is not done merely to secure the educational advantages of that city, and that the arrangement to board the child is superior to any such arrangement which could be made in the community in which the parent is actually resident.



This problem becomes especially difficult in connection with the work of child-placing agencies. Where the agency is local and handles children who become dependent while resident, there is little difficulty. But where the agency covers a wide territory and merely has its headquarters in some large town, it frequently happens that children who become dependent in one community are placed without adoption in another. The mere fact that an agency has headquarters in a city doesn't necessarily make every ward of that agency a resident of that city. Unless some resident citizen accepts permanent responsibility for the child in the form of adoption, there is always a question in connection with such placements whether the child is entitled to residence. Unless some attention is given the matter a community can easily become responsible for more than its share of dependent, neglected, and delinquent children. If a tuition rule is operative it excludes many worthy and ambitious nonresidents. Care should be taken that it operates equally effective at the other end of the range, so that undesirable children are excluded to the same degree.

Case 7. A peculiar type of broken home exists where the parents are away for travel, study, missionary work, or for business reasons. The child is left with some relative or friend. There are two elements involved in this situation. One relates to the decision of the parents to break up the home for the purpose of traveling, or traveling employment. The other has to do with the selection of the place where the child is to live during their absence. It is clear that the family has no right to make arrangements which prejudice the schooling of their child. The mere fact that some relative or friend in another community is willing to keep the child, whether for pay or no, is no reason why that community must undertake the expense of educating the child. Where the choice is unavoidable as may be true in the case of a missionary, and a home is selected for the child in the same community, the child must be considered resident.

Case 8. In the situations listed as due to financial difficulty at home, some relative or friend takes a child temporarily to relieve the family of either maintenance or care. In other cases, older boys and girls are working on a self-supporting basis because of financial difficulties at home. In many of these cases the child has in truth changed his residence. In many others, however, it is apparent that in spite of statements to the contrary, schooling had much to do with his leaving home. The mere fact that the child is working for board and room and receives no money from home is not sufficient proof that he is actually self-supporting. The difficulty in making clear this fact led the department to drop the classification, "self-supporting." The cases under discussion are the most difficult of all to rate because rather precise knowledge of the social facts involved is needed to judge whether the home situation is actually intolerable. The mere fact

that the child's condition has been bettered does not in itself make the child an additional charge on the new community.

Cases 9-11. Pupils who come to the city for special types of education such as music and art, or for the superior advantage of city schools, have no claim on a public-school system and should pay tuition. When parents consider moving into the city and send the children ahead to begin a term of school, the practice in Minneapolis has been to allow them sixty days from the beginning of the semester to arrive. If not in town by that time, tuition is collected from the beginning. The same time limit holds for families leaving town and wishing children to finish the semester in the same school. This rule gives a convenient dividing line for handling families that pull up stakes in the spring, acquire residence in the country during the summer, and are doubtful concerning their winter plans.

Case 12. Many students from rural districts find it more feasible to attend high school in a large city than they do in the neighboring village high school. This may be due to the fact that they have relatives in the large city, or it may be due to the fact that it is easier to find work for their room and board while going to school. Where these students come from the same state, the situation is generally taken care of by the state tuition rule, but where they come from neighboring states they are more of a problem. They are generally fine, serious-minded boys and girls, ambitious to get ahead; many of them remain in the communities which give them high-school education, and there become worthy citizens. Because they are potential citizens, and because the large city must have some responsibility for the trade territory tributary to it, the city cannot very well ignore the interest of these young people. On the other hand, it is obvious that the taxpayers of the city cannot fairly be called upon to pay the education bills for other communities. A uniform procedure among the various states, which would require the home district to pay a substantial portion of the cost to whatever community schools the child, would probably be the fairest solution for the problem.

Case 13. A disagreeable type to deal with is the child visiting with friends or relatives. There is generally a good deal of misrepresentation regarding the real reason for the child being with them. The factors which make these cases hard to deal with are the difficulty of returning the child to his home and of ascertaining the true social facts at a distance from the child's home, as well as the apparent inability of anybody to pay the tuition which is clearly due.

Cases 14-15. Akin to the foregoing is the immigrant type. Presumably someone has made himself responsible, or the minor immigrant would not have been admitted to this country. However, it frequently happens that the child does not live in the same community with the person who brought him over. There is no valid claim on the community; there is generally no one who can pay the tuition and the child is so very far from his own home that there is no possibility of returning him.

Filipino boys from 15 to 20 years of age constitute a specific problem of just this type. Twenty such boys presented themselves for admission in the Minneapolis schools this year. The home nest in the Philippines is generally a hut instead of a house. A boy there is expected to shift for himself at a much earlier age than here; the existing facts concerning the distant home are hard to get at. Undoubtedly American communities owe something toward the education of our island citizenry. On the other hand, to accept every Filipino as a self-supporting citizen entitled to free tuition would be to

discriminate against equally worthy children coming from rural neighborhoods in neighboring states. The education of the Filipino in this country is a broader problem than any one community has a right to engage in. The load should be accepted by the national government and fairly distributed in the form of an appropriation for tuition purposes.

Case 16. The suburban child preferring the city schools is generally a simple problem of collection of tuition, or exclusion, unless some exchange system is set up with the home district, whereby the children can be taken in without loss. An aggravated type exists, however, where the activities of real-estate firms induce people with small means to buy suburban lots to escape city taxation. After the families have built upon these lots they discover that the school facilities in the district in which they have built are inadequate or inconvenient. They have no money with which to pay tuition and are pitifully distressed at the handicap they have unwittingly brought upon their children.

Case 17. Where various types of special classes are set up for handicaps of all descriptions, these classes tend to attract people from suburban areas and from other communities which have no such facilities. Because of limited facilities it is generally necessary to reserve such classes for the children of actual residents. There is a deeper social problem involved, however. There is no doubt that if a community sets up superior facilities for the handling of handicapped children that it tends to attract handicapped people to that community. In a moderate way it may be the duty of a metropolitan city to care in a centralized way for such handicaps. However, there are implications as to the effect of such a concentration of handicaps upon the general level of health, efficiency, and intelligence of that particular community, which should not be ignored. To cite an illustration, a badly crippled child was sent by a neighboring state to be enrolled at that state's expense in a school for the crippled. Because the child was in Minneapolis the family moved there and acquired residence, which in all probability they would not have done if it had not been for the child. The family has since proved to be an indigent family and a burden upon the social agencies of the city.

One effect of the more vigorous enforcement of the tuition rule has been to discover and check a tendency for subnormal children to drain out of rural neighborhoods into the city schools. The families generally do not understand the real condition of the children and have an idea that the superior city schools could do something for the children which their own schools have failed to do. Generally it is doubtful whether or not these children should be thrust into a city environment.

Case 23. An interesting case is that of the people who live in houseboats on the Mississippi river. The real reason for living in the houseboat is to get out of the city to avert rent or taxes. When it comes to schooling, however, they expect the city to educate their children free. While no obligation has been recognized, as a matter of practice the children have been admitted in whatever district includes the bank to which the houseboat is moored. Children coming from a government military reservation have been accepted in the same way, although it is doubtful whether there is any obligation there.

The foregoing material has been organized with the hope that the experience of Minneapolis may throw some light on the same problem as it exists elsewhere.

It is apparent, furthermore, from a study of these tuition problems that most states are in need of statutes more clearly defining the residence of children for school attendance; and

that there should be a uniform procedure among the states involving the transfer of funds to enable children to attend school where most convenient for them to attend.

Elementary School Questionnaire

Minneapolis Public Schools

Nonresident Pupils.

To be filled out for each pupil who is not actually living with father or mother within the city limits of Minneapolis.

Name..... Grade..... School.....
Date of birth..... Month..... Year.....
Minneapolis address.....
Date pupil entered this school year.....

1. Is the pupil's father living?..... If so, give Name..... Address: City..... State.....
Is he responsible for pupil's support?.....
Why is pupil not living with him?.....

2. Is the pupil's mother living?..... If so, give Name..... Address: City..... State.....
Is she responsible for pupil's support?.....
Why is pupil not living with her?.....

3. Has the pupil a legal guardian appointed by the court?.....
If so, give name..... Address.....

4. With whom is pupil living in Minneapolis? Relative..... Friend..... Employer.....
Name..... Address.....

5. Who will contribute the following items for the pupil's support?
Room and Board.....
Clothes.....
Book and other expense.....
Spending money.....

6. Where will pupil live next summer?.....
Signature.....
Date.....

Nonresident Pupils, Postgraduates, and Pupils Over Twenty-one Years of Age.

To be filled out by all pupils in the following classifications: (a) post graduates, (b) pupils who are 21 years of age or over, or who will become 21 before the close of the school year, (c) all pupils

who are not actually living with father or mother within the city limits of Minneapolis.

Name..... Grade..... School.....
Date of birth..... Month..... Year.....
Minneapolis address.....
Date pupil entered this school year.....

1. Is your home in a school district in which there is no high school?..... Have you completed the high-school work offered by your home district?..... If yes, give carefully the number of your home school district..... County..... State.....

Note: If your home district is associated with another district in which there is a high school, your school district is considered as having a high school.

2. Is your father living?..... If so, give name.....
Post-office address: Town..... State.....
If he lives on a farm, how far is it from the post-office address given?.....

Is your father responsible for your support?.....
Why are you not living with him?.....

3. Is your mother living?..... If so, give name.....
Post-office address: Town..... State.....
If she lives on a farm, how far is it from the post-office address given?..... Is your mother responsible for your support?..... Why are you not living with her?.....

4. Have you a legal guardian appointed by the court?..... If so, give name.....
Address.....

5. With whom are you living in Minneapolis? Relative..... Friend..... Employer.....
Name..... Address.....

6. Who will contribute the following items for your support?
Room and Board.....
Clothes.....
Book and other school expense.....
Spending money.....

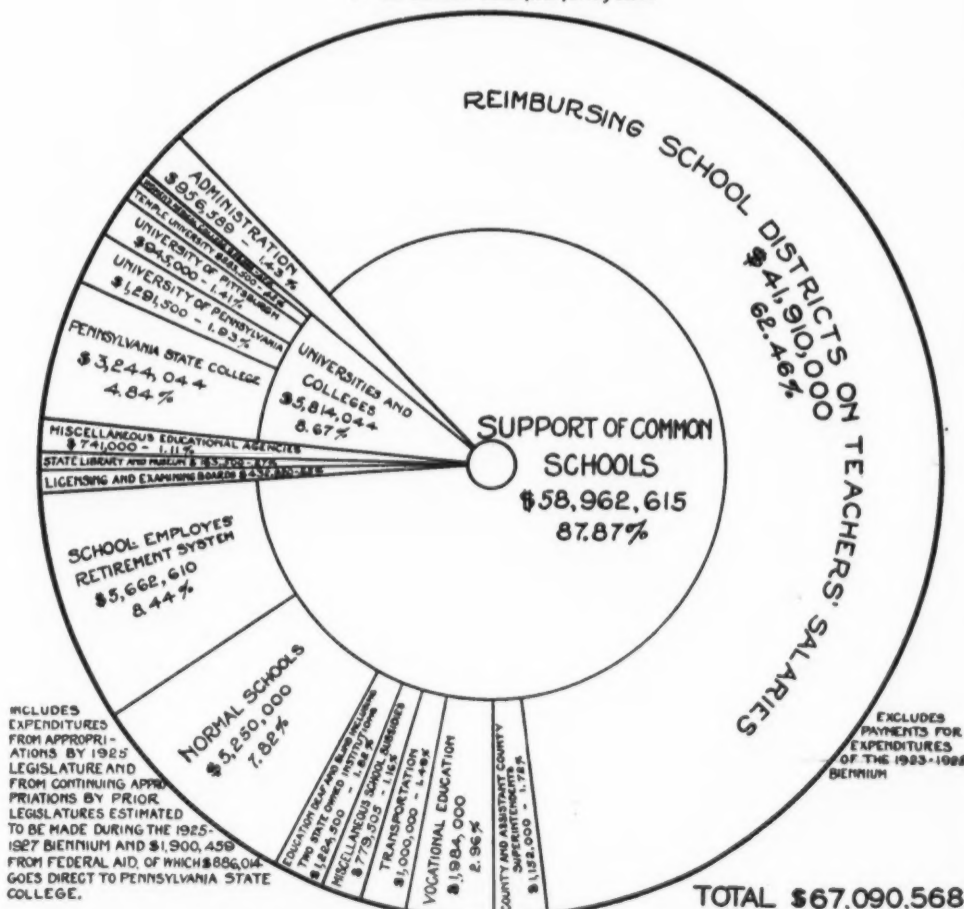
7. Where will you live next summer?.....
Signature.....
Date.....

WHERE THE STATE TAXPAYER'S MONEY GOES

ESTIMATED TOTAL EXPENDITURES FROM GENERAL-SPECIAL FUNDS-FEDERAL AID

BY THE DEPARTMENT OF PUBLIC INSTRUCTION
COMMONWEALTH OF PENNSYLVANIA

For the Biennium June 1, 1925, to May 31, 1927



HOW PENNSYLVANIA SPENDS ITS SCHOOL FUNDS.

Public High-School Enrollments' by Size and Accreditment

Frank M. Phillips, Washington, D. C.
The Distribution of High School Enrollment

In Table I, public high-school enrollments are given for the various states by years for 10,013 accredited high schools, and for 4,814 nonaccredited high schools. The enrollment in accredited schools is 90.74 per cent of the enrollment in both types. In the accredited schools, the number enrolled in the fourth year is 44.86 per cent of that for the first year. The rate for boys is 41.15 per cent, and for girls 48.35 per cent. The number enrolled in the fourth year in nonaccredited schools is 22.58 per cent of that in the first year. The rate for boys is 21.44 per cent, and for girls, 23.50 per cent. The table enables those interested to compute corresponding rates for each state.

The percentage distribution by years in the accredited schools is, 36.36; 27.12; 20.22; and 16.31. In the nonaccredited schools it is, 42.53; 29.88; 17.98; and 9.61. The average number of pupils in the accredited school is 229, and in the nonaccredited school, 49.

The Holding Power of High Schools

It is impossible to measure exactly the holding power of these two types of schools in terms of the percentages given above. Many of the small nonaccredited schools have only two or three years of work. There are no data to show whether or not their students attempt to complete a high-school education elsewhere. There is perhaps no large transfer of students from the nonaccredited schools to the accredited schools. There is also the growth in high-school population, and the increase in number of accredited

(Concluded on Page 159)

TABLE 1—ENROLLMENTS IN ACCREDITED AND IN NONACCREDITED HIGH SCHOOLS, BY YEARS

STATE	Number of Schools Reporting	Accredited				Nonaccredited			
		First Year High School	Second Year High School	Third Year High School	Fourth Year High School	First Year High School	Second Year High School	Third Year High School	Fourth Year High School
1	2	3	4	5	6	7	8	9	10
Continental U. S.	10,013	834,529	622,549	464,146	374,346	4,814	99,663	70,009	42,140
Alabama	120	8,240	7,013	5,611	4,404	64	1,564	1,178	633
Arizona	25	2,601	1,992	1,569	1,243	17	400	281	179
Arkansas	43	4,042	3,225	2,433	1,902	166	3,802	2,647	1,877
California	304	49,089	37,885	27,003	20,530	22	2,352	1,239	910
Colorado	106	9,481	7,531	5,591	4,892	55	897	640	451
Connecticut	69	11,376	8,967	6,735	5,005	11	933	428	47
Delaware	19	2,139	1,151	837	567	2	14	28	22
Dist. of Columbia	13	4,944	3,348	2,242	1,743	....	....	....	....
Florida	62	4,191	3,075	2,274	1,770	41	790	429	239
Georgia	136	7,365	7,155	5,655	4,422	125	1,935	1,276	809
Idaho	72	4,490	3,211	2,512	1,982	46	891	610	466
Illinois	548	61,609	45,013	30,517	25,338	256	4,568	3,506	1,777
Indiana	534	31,087	23,708	17,994	15,726	126	1,802	1,388	908
Iowa	600	25,184	21,075	17,271	15,074	143	1,615	1,308	818
Kansas	527	20,574	17,090	13,483	11,849	85	1,128	832	475
Kentucky	195	10,247	6,611	4,914	4,054	181	2,874	1,757	994
Louisiana	187	7,545	5,499	4,246	3,389	39	1,133	705	367
Maine	133	5,848	4,701	4,032	3,323	29	313	248	107
Maryland	98	8,599	6,357	4,338	3,583	39	647	373	155
Massachusetts	256	37,760	29,473	22,301	17,480	38	842	507	374
Michigan	307	32,349	23,618	17,920	14,509	198	3,519	2,566	1,545
Minnesota	229	19,632	15,808	12,058	10,143	219	5,709	4,176	2,517
Mississippi	121	3,795	3,120	2,513	2,008	99	1,295	916	556
Missouri	407	26,511	19,965	16,238	13,122	197	2,893	1,871	1,169
Montana	107	4,943	3,987	3,205	2,488	55	460	341	184
Nebraska	355	15,619	11,915	10,015	8,412	113	1,004	855	528
Nevada	17	406	335	275	266	3	21	19	7
New Hampshire	77	4,251	2,891	2,308	1,956	19	220	178	50
New Jersey	137	31,897	20,597	14,019	10,819	14	582	171	28
New Mexico	39	1,837	1,151	837	751	22	240	102	80
New York	527	98,836	62,384	42,020	29,001	174	9,306	7,784	3,464
North Carolina	181	11,200	7,997	6,297	4,764	100	3,584	2,417	1,676
North Dakota	123	4,014	2,956	2,546	2,310	213	2,473	1,516	1,134
Ohio	710	55,592	41,987	30,794	25,378	251	4,063	3,005	1,813
Oklahoma	321	16,526	12,751	9,462	7,928	127	2,658	1,921	846
Oregon	206	11,577	8,357	6,293	5,034	14	252	91	71
Pennsylvania	492	63,730	47,039	35,131	28,218	441	9,103	6,323	4,150
Rhode Island	19	4,924	3,502	2,179	1,554	3	39	22	10
South Carolina	63	3,522	3,058	2,588	1,944	82	1,803	1,367	982
South Dakota	194	6,166	4,746	3,900	3,461	68	705	526	262
Tennessee	70	7,174	4,896	3,916	3,177	161	5,003	3,420	2,306
Texas	209	22,412	17,676	13,636	11,714	350	8,984	6,713	4,452
Utah	41	4,139	4,882	3,272	2,402	3	421	74	50
Vermont	58	2,441	2,000	1,660	1,319	18	169	127	16
Virginia	258	11,750	8,891	6,994	5,489	102	2,027	1,078	736
Washington	206	19,942	14,137	10,806	9,253	59	552	415	284
West Virginia	125	8,570	6,900	5,123	4,300	69	1,311	927	553
Wisconsin	329	22,205	19,346	15,434	12,841	79	2,586	1,475	929
Wyoming	38	2,089	1,577	1,140	909	16	181	133	54

TABLE 2—DISTRIBUTION OF PUBLIC HIGH SCHOOLS ACCORDING TO NUMBER ENROLLED

	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	451-500	501-550	551-600	601-650	651-700	701-750	751-800	801-850	851-900	901-950	951-1,000	Over 1,000	Total
Continental U. S.....	5,110	4,040	1,736	882	547	362	277	218	191	133	117	103	116	77	62	65	63	40	37	37	614	14,827
Alabama	35	56	36	22	14	5	2	3	1	1	1	1	1	1	1	1	1	1	1	1	6	184
Arizona	5	15	4	6	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	42
Arkansas	92	48	22	12	6	10	2	3	1	3	1	1	1	1	1	1	1	1	1	1	5	209
California	23	59	35	32	20	14	11	11	12	13	6	6	7	4	6	5	4	4	4	2	48	326
Colorado	29	47	22	14	9	3	7	1	6	2	3	1	3	1	1	1	1	1	1	1	10	161
Connecticut	6	6	12	6	9	3	6	3	3	3	2	3	2	1	1	2	1	1	1	2	8	80
Delaware	4	5	5	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21
District of Columbia	39	26	10	7	7	3	2	1	1	2	1	1	1	1	1	1	1	1	1	1	7	13
Florida	105	71	40	12	5	5	3	2	1	1	1	1	3	1	1	1	1	1	1	2	8	261
Georgia	36	43	12	7	3	3	2	2	2	1	3	1	1	2	1	1	1	1	1	1	1	118
Idaho	293	225	83	40	30	20	15	9	7	6	7	6	7	1	5	3	3	1	1	3	40	804
Indiana	172	226	104	43	25	11	8	11	8	4	4	4	8	5	2	1	5	2	1	1	17	690
Iowa	263	255	84	45	15	12	14	12	4	4	6	5	6	1	1	2	1	1	1	1	10	743
Kansas	220	189	71	34	19	18	8	8	6	4	5	4	11	3	1	1	2	1	3	1	6	612
Kentucky	211	89	28	13	10	4	8	2	1	1	1	1	1	1	1	1	1	1	1	1	3	376
Louisiana	102	75	24	8	7	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	4	226
Maine	67	47	13	6	9	5	2	2	3	1	1	1	1	1	1	1	1	1	1	1	2	162
Maryland	48	41	15	7	2	2	1	5	2	1	1	1	1	1	1	1	2	1	1	1	9	137
Massachusetts	28	42	28	22	10	18	21	9	5	14	4	7	6	7	4	4	3	2	4	6	41	294
Michigan	155	126	61	27	21	16	17	12	6	7	4	4	6	2	1	4	4	1	1	1	32	505
Minnesota	140	130	62	23	14	13	9	8	8	1	3	4	3	3	2	6	1	1	1	1	17	448
Mississippi	116	58	23	9	4	5	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	220
Missouri	230	192	77	28	13	13	6	3	5	4	1	2	2	4	1	2	1	1	1	1	18	604
Montana	91	31	17	6	6	1	1	1	1	1	2	1	1	1	1	2	1	1	1	1	2	162
Nebraska	196	147	53	26	13	8	7	1	3	1	3	1	1	1	1	1	1	1	1	1	5	468
Nevada	10	2	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	96
New Hampshire.....	30	23	15	8	6	2	2	2	1	1	2	1	2	1	1	1	1	1	1	1	1	151
New Jersey.....	8	12	13	13	16	9	5	8	9	6	3	1	6	2	3	7	3	2	1	1	25	61
New Mexico.....	23	20	6	5	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
New York.....	227	156	80	42	17	13	22	13	11	6	6	5	3	2	2	1	3	2	6	2	83	701
North Carolina.....	84	135	69	16	10	7	4	5	1	1	1	1	1	1	1	1	1	1	1	1	4	341
North Dakota.....	229	63	26	5	6	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	336
Ohio	344	261	95	47	33	15	10	14	15	11	9	4	13	9	4	10	5	3	6	3	50	961
Oklahoma	172	114	61	26	13	20	2	6	5	5	1	1	4	5	1	1	2	1	1	1	8	448
Oregon	120	40	16	7	4	6	8	2	3	1	2	2	1	1	1	1	1	1	1	1	7	220
Pennsylvania	307	181	100	78	44	23	22	21	19	15	20	9	6	6	5	3	5	9	2	5	53	933
Rhode Island.....	3	1	1	2	2	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	22
South Carolina.....	44	57	16	11	6	4	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	145
South Dakota.....	132	78	29	9	1	1	4	2	2	1	1	2	1	1	1	1	1	1	1	1	1	262
Tennessee	78	66	28	20	11	4	4	4	1	1	2	2	1	2	2	1	1	1	1	1	6	231
Texas	191	159	70	33	26	15	7	3	6	5	6	5	2	4	2	1	4	1	1	1	17	559
Utah	2	2	2	7	4	5	4	4	2	3	1	1	1	1	2	1	1	1	1	1	4	44
Vermont	19	25	12	6	6	1	1	1	3	1	1	1	1	2	1	1	1	1	1	1	76	76
Virginia	173	113	29	12	5	5	2	1	3	1	2	1	1	1	1	1	2	1	1	2	7	360
Washington	83	79	29	15	14	8	4	3	4	2	1	1	1	1	1	2	2	1	1	1	16	265
West Virginia.....	38	48	30	24	16	7	1	8	6	1	1	3	3	1	1	1	1	1	1	1	2	194
Wisconsin	70	142	60	30	16	14	18	6	10	6	4	4	3	2	2	3	3	1	1	1	18	408
Wyoming	19	14	2	6	5	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	54	54
Outlying Possessions																						
Alaska	7	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11
Canal Zone.....	1	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
Hawaii	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9
Philippine Islands...	1	1	1	1	1	1	1	1	1	1	1	2	1	3	1	1	1	2	2	1	6	34
Porto Rico.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

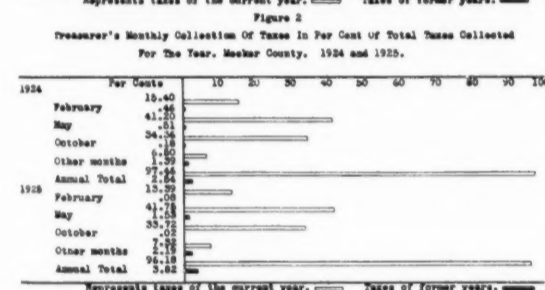
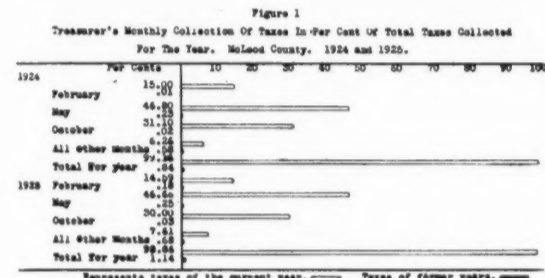
The Control of the Tax Income of School Districts in Minnesota

A Comparison with Methods of Other States

A. V. Overn, Principal of High School, Hutchinson, Minn.

Unlike the procedure in Pennsylvania, where the school taxes are collected and reported upon once every month, the plan in Minnesota is to make three collections each year of the tax money which has been levied as a lump sum once each year. These collections occur before the first day of the following months respectively: March, for personal property taxes; June, for the first one half of the real-estate tax; and November, for the last one half of the latter tax.

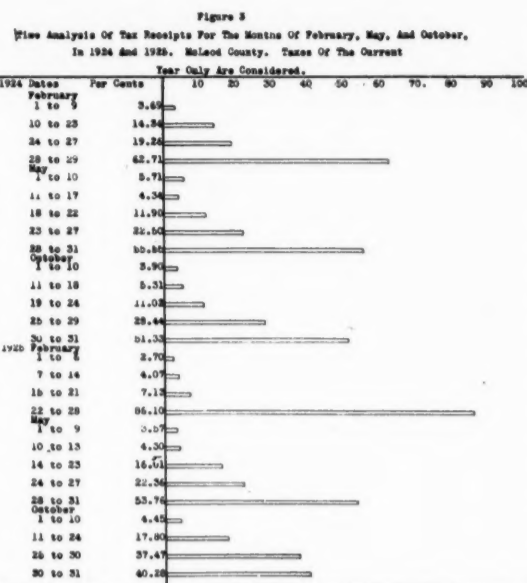
The county auditor for each county closes his books on each of the three days specified above. He thereupon calculates the amount of the collected revenue which should be allocated to each of the several taxing agencies: School boards, city councils, township boards, village boards, county commissioners, and state auditor. These amounts are diminished by the amounts of delinquent taxes that belong to each agency, respectively, and are increased by the amounts of the taxes of former years that have been collected since the last settlement date. The resulting amounts are paid to the respective treasurers just as soon after the dates of closing the books as the correct amounts have been calculated. Thus the names: March, June, and November settlements have come to apply to



these several payments, because they are usually made at some time during these months.

One of the first questions that arises is in regard to the time of payment of the several taxes by the taxpayers. Do they pay a little each month, permitting it to stand in the banks to the credit of the county until the next settlement date? Do they pay all their taxes at once at the first settlement date each year? To get a definite reply to such questions as these, the writer made a personal investigation in two counties and three cities in Minnesota, by obtaining permission to examine in detail the books and official records of the county auditors, county treasurers, and clerks of school districts in McLeod and Meeker Counties, and in Glencoe, Hutchinson, and Litchfield, Minnesota, respectively.

By referring to Figure 1, it may be observed that in 1924 in McLeod County, fifteen per cent of the total tax for the current year was left by the taxpayers at the county treasurer's office in February, forty-seven per cent in May, and thirty-one per cent in October. During all other nine months, but six per cent of the total taxes was paid. In 1925, the respective percentages for February, May, and October, were fourteen, forty-seven, and thirty, while less than eight per cent of the total taxes paid in that year came in during all other nine months. Moreover, for the two years specified, the taxes of the current year amounted to 99.16 per cent

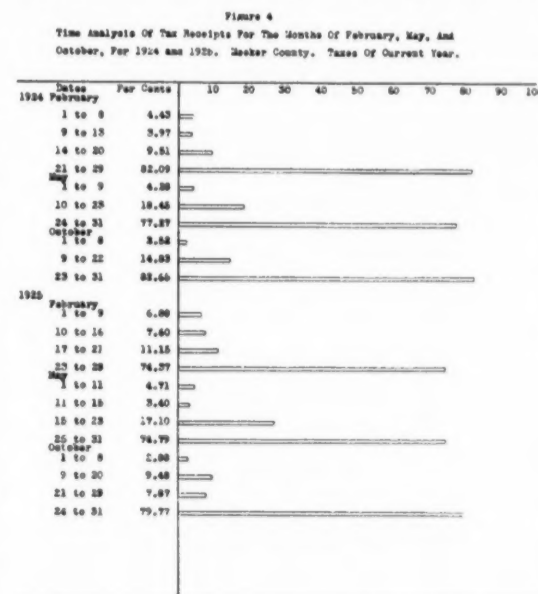


and 98.86 per cent, respectively, of the total taxes that were actually collected; while .84 of one per cent and 1.14 per cent, respectively, represented the taxes of former years that were paid.

Figure 2 shows practically the same results for Meeker County during the two years specified, except that the percentage of taxes of former years to the total taxes collected is slightly larger in this county.

It seemed pertinent next to analyze the months of February, May, and October, the months of heaviest payment of taxes, by days, to discover just what days of these months were responsible for the greatest collection of taxes. This was done by examining the treasurer's daily-collection register. The results are shown in Figures 3 and 4. It is apparent that most of the taxes that were paid in any of these months actually came in during the last few days of the month. In McLeod County in 1924, 82 per cent of the taxes due in February were collected in the last six days; 78 per cent of the taxes due in May were collected in the last nine days; 80 per cent of the taxes due in October were collected in the last seven days. In 1925 in the same county, 86 per cent of the taxes due in February were collected in the last seven days; 76 per cent of the taxes due in May were collected in the last eight days; 78 per cent of the taxes due in October were collected in the last seven days.

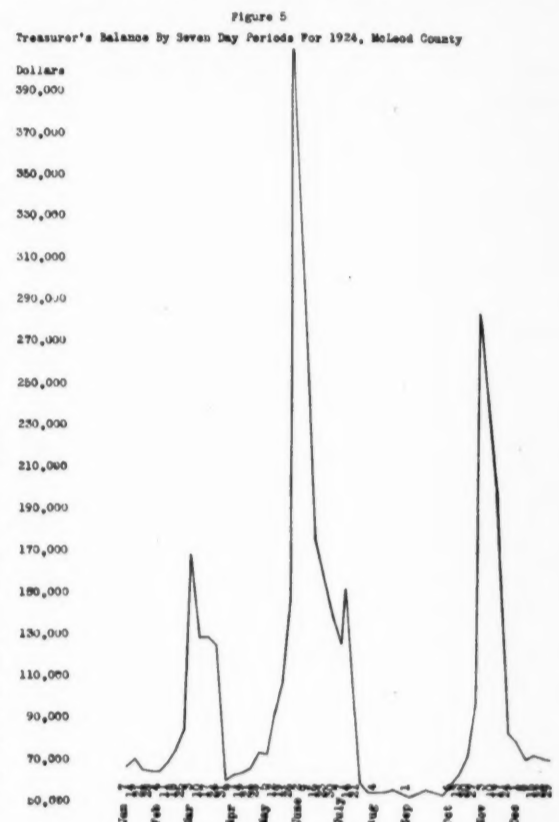
In Meeker County, in 1924, the collections for February were 82 per cent in nine days, 77 per cent in eight days, and 83 per cent in nine days, respectively. In 1925, they were 74 per cent



six days, 75 per cent in seven days, and 80 per cent in eight days, in February, May, and October, respectively. The taxpayer, therefore, obtains the fullest possible use of his money, and cannot be held individually responsible for a loss in interest on the money involved.

Money Held by the County

The next matter to decide was the length of time that the tax money remained under the control of the county treasurer. The law states that he must pay it out immediately;¹ but the law cannot be taken too literally here. Sufficient time must be allowed the county treasurer to balance his books and to calculate just how much tax money shall be due each school district. How long a time did this task take in the counties examined? In order to answer this question a study was made of the treasurer's daily balance for a period of years in McLeod and Meeker Counties. The accompanying graph, Figure 5, shows the results of this study for McLeod County in 1924. Figure 6 shows the same study for 1925. The graphs made for



Meeker County are so nearly like the ones for McLeod that they are not presented here.

Figures 5 and 6 represent the balances of all funds in the treasuries represented. There is always money in the treasuries being held as sinking funds for bonds, and for other purposes that are somewhat permanent in nature. This money is represented in the graphs by the constant balance ranging from \$45,000 to \$72,000 in McLeod County, and from \$45,000 to \$80,000 in Meeker County. In this constant balance we are not interested as a part of this study. The three peaks to be noted in each of the graphs, however, tell a significant story in answering the question of how long the county treasury holds the money belonging to the school districts within the borders of the county.

County Holds Money About One Month

Examination of the data reveals the fact that from two to four weeks seems to be the prevailing time that is needed in these two counties to calculate the amounts due the several school districts and disburse these amounts to the school-district treasurers. This averages three weeks. It is calculated from the time of the highest peak

¹Section 2083, G. S. 1923.

in collections, that being the time when the books are closed for the making of the tax settlements. If to this average of three weeks is added the approximate week that is consumed in the making of payments to the county treasurer by the taxpayers, it appears that the tax money in McLeod and Meeker Counties was uniformly held by the counties for an average of one month during the years 1924 and 1925. There probably should be no fault found with these two counties for the length of time required for doing the necessary work connected with the apportioning of the school district funds to their respective districts. One month seems to be entirely reasonable for this service.

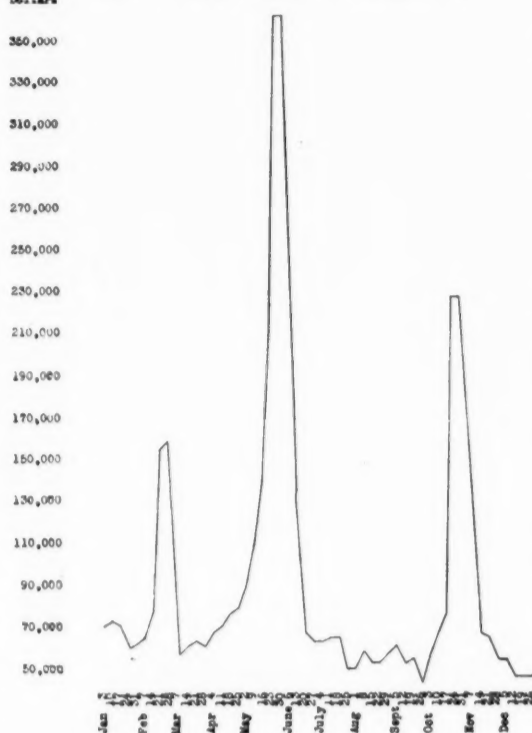
After all the school revenue derived from levies made by the districts has been returned to them, however, there comes a real test of the efficiency of the control of the income of the school districts. Such control, if it is exercised, comes through the agency of the local school boards. School-board members are not always experienced in matters of control of the school income, due to more or less frequent changes in their personnel.

Likewise the task of making the proper levies to cover the current expenses of a school system is difficult. It certainly requires considerable foresight, based on a thorough knowledge of school needs and of the legal restraints upon the times at which income that is levied is actually returned to the districts. The latter point needs some amplification. The current taxes, discussed in connection with Figures 1 and 2, which are paid by the taxpayers in February, May, and October, and which are returned to the school districts in McLeod and Meeker Counties in March, June, and November of each calendar year, are actually levied by the school boards in July of the previous calendar year. Thus about 35 per cent of the levy made each July, as shown in these Figures, does not return to them until one third of the second school year ahead has been completed: while fully fifty per cent of the levy comes back in June, just about one calendar year after the levy has been made.

If it were not for the fact that many schools in Minnesota receive large grants of state aid paid to them in March and November, they would have to look fully two years ahead whenever a levy is made. Even the state aid, however, is paid on the basis of conditions of school efficiency that have existed during previous years. It seems, therefore, that a conscientious school board is compelled to make its levy each year on the basis of past deficits or possible failures of previous boards to anticipate school needs correctly, as well as on the basis of a wise judgment of future needs at least two years ahead. If anyone thinks this an easy task, let him try it.

The city-school districts in Glencoe, Hutchinson, and Litchfield, Minnesota, were investigated to see what their practices were in regard to the matter of control of their levies to avoid both deficits and large balances. Figures 7 and 8,

Figure 6
Treasurer's Balance By Seven Day Periods For 1925 in McLeod County
Dollars



presented herewith, show the relationship between the balances carried at the beginning of each month and the actual expenditures for current school needs during the school month, for Glencoe and Litchfield, respectively, for a period of three years each.

If large balances are carried by the individual districts, on which no interest is collected, there is a waste of money that ought to be charged to the collection of school taxes; because the reason such balances are defended by the boards is that the tax settlements come so far apart that small balances would be changed to deficits between any two settlement dates. On the other hand, if the school district incomes are so poorly controlled that deficits are constantly occurring, on which interest at regular commercial rates must usually be paid, then these items of interest must also be considered in trying to arrive at a fair estimate of the cost of supplying and having on hand when needed a sufficient revenue to conduct the schools.

Glencoe, as seen from Figure 7, is building up a cash reserve. About \$34,000 was invested at approximately four per cent at the close of the school year, 1925-1926. This would be too great a balance for Glencoe to carry simply to tide them over between the dates of settlements of taxes for current expenditures. They are building up a fund for a new building, however. Glencoe has an almost ideal plan for dealing with its balance for current expenses. When the credit balance occurs after any tax settlement date, it is immediately invested at about four per cent, the medium used being U. S.

Treasury Bonds, some form of Federal Farm Bonds, Liberty Bonds, or certificates of deposit in the local banks. If the district feels pinched for funds later, as the credit balance dwindles between any two settlement dates for tax collections, it sells a bond or two to tide itself over without borrowing, until the tax money arrives. Thus, no interest is paid, but interest is collected upon all that can be spared of the short-time balances that occur after tax-collection dates.

As shown by Figure 8, Hutchinson varies from a credit to a debit balance on the average of twice a year. The latter district receives no interest upon its credit balance, but pays interest upon its overdrafts. The chart for Litchfield looks much like the one for Hutchinson. It is not shown here. Litchfield neither pays nor receives interest. It overdraws its accounts two or three times in a school year, but is carried by the banks, who get as their compensation the free use of its credit balances during the short periods of time immediately following the settlements of taxes, before the money has been spent by the school district. It has never been calculated carefully whether the banks or the school district is ahead with respect to the interest involved in the transaction.

SOME SCHOOL STATISTICS

The total enrollment in the schools of this country for the year 1923-24 according to the United States bureau of education, was 27,398,170 students in public and private schools. There are approximately 1,000,000 teachers for all the schools.

The cost of the public elementary schools is estimated at \$1,231,554,330 and that of the public high schools at \$589,189,606. Cost of private elementary schools is placed at \$86,812,435 and of private high schools at \$44,145,553.

Data for the school year 1923-1924 show 564,363 pupils enrolled in public kindergartens; 54,456 in private kindergartens; 20,898,930 in public elementary schools, including kindergartens; 1,473,145 in private and parochial elementary schools, including kindergartens; 3,389,878 in public high schools; 254,119 in private high schools; 61,858 in preparatory departments of colleges and universities; 35,232 in secondary courses in normal schools; a total of 3,741,087 in secondary schools; 245,669 in teacher-training schools; 664,266, excluding preparatory students, in colleges, universities, and professional schools. Private commercial and business schools report 188,368 students in 1925.

Including outlays the public elementary schools cost \$1,231,554,330 and the public high schools \$589,189,606. The private elementary schools are estimated to have cost \$86,812,435 and the private high schools \$44,145,553. Receipts for colleges under public control amounted to \$151,781,079 and for those under private control \$189,203,947. Teacher-training institutions expended \$22,474,818.

(Concluded on Page 156)

Figure 7

Relationship Between Monthly Balances And Monthly Cash Needs For Three School Years In

The School District At Glencoe, Minnesota

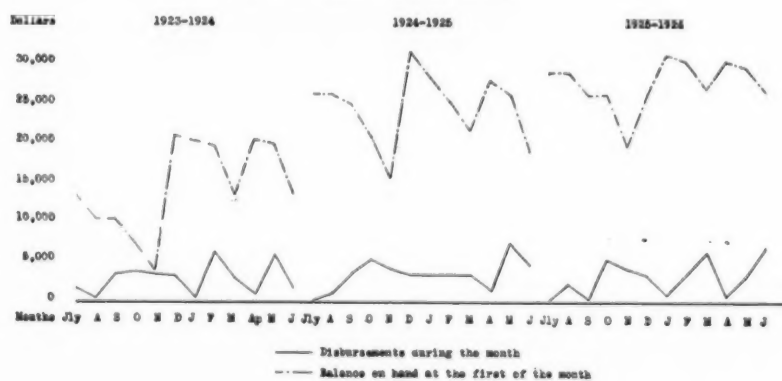
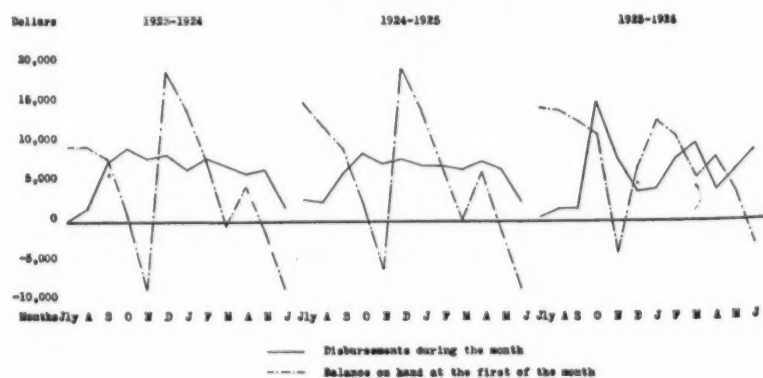


Figure 8

Relationship Between Monthly Balances And Monthly Cash Needs For Three School Years In

The School District At Hutchinson, Minnesota



Liability of School Boards in Cases of Accidents

Robert C. Woellner, Chicago, Ill.

As the school curriculum is broadened to include an ever-increasing number of activities, the possibilities for physical injury are multiplied. With the introduction of gymnasium, swimming pool, laboratory, shop, kitchen, and playroom there is additional equipment that quite naturally exposes the pupils and teachers to dangers associated with their legitimate use.

Coupled with this, the modern school presents problems of safety that arise from features of its architectural development. Since the days of the "little red schoolhouse" to the present three to five story building, a poorly constructed balustrade, a weakened elevator cable, a faultily anchored decorative trim, a high-power electric line, a decayed flagstaff, or a highly polished floor, subjects the population of a school to an environment that possesses a growing number of potential accidents.

There are few persons, however, who look with disfavor upon this expansion of the school's activities and all that that might eventually mean regarding personal safety. These relative dangers of the new school are quite in keeping with the precarious condition of life on the public highways and so the individual is expected to take his chances in school along with those he takes during the remainder of the day.

The question which at times has arisen regarding responsibility and liability for injury when it does occur seems to be quite in order withal. Do the school authorities assume new responsibilities and liabilities as they offer the community new opportunities for education? Within recent years there have been cases brought before the courts of the several states, indicating the fact that certain individuals conceived it to be the responsibility of school boards for accidents which occurred while they were on school property.

In reviewing these cases one is impressed by the unanimity of judicial opinion regarding liability of school boards and districts for accidents occurring on school property. There are, however, certain differences which the courts have expressed in this matter, that are noteworthy of attention. These differences, as well as the more or less general attitude which the courts have assumed, are best developed by an analysis of the cases themselves. These cases are here presented in the order of their significance to the general conclusions to be reached. The first two cases present the two possible views upon the matter, with the weight of judicial decisions on the side of the first case.

The Common-Law View

Case No. 1. Daniels vs. Board of Education of the City of Grand Rapids, Michigan. Supreme Court of Michigan, June 1, 1916.¹ Daniels, a boy of 8, fell over a faulty balustrade on the stairs leading to the third floor and landed on the second floor and thereby received serious injury. A suit to recover for damages was brought before the court, maintaining that individual members of the board knew about the faulty condition of the balustrade and were therefore liable. The court in rendering a decision contrary to such a claim said in part and in substance:

"1. The board of education of the City of Grand Rapids acts only in a governmental capacity, and neither it nor its members are liable for injuries arising out of a performance or nonperformance of any power, duty, or obligation resting upon it or them.

2. The board of education of the City of Grand Rapids is authorized and empowered to raise and expend public moneys only for certain purposes and for no other purposes and such purposes do not include the raising and expending of moneys for the payment of claims for damages arising out of

claimed defective school buildings, grounds, or premises. Said board not being given power or authority to raise and expend public moneys in the payment of claims for damages arising out of claimed defective school buildings, grounds, or premises, it and its members are not liable for such claims.

3. The board of ——— acts only in its official capacity and the individual members of said board are vested with no powers and charged with no duties and are not liable as individuals for its acts of nonfeasance or malfeasance arising out of or connected in any way with the administration of the public schools of the City of Grand Rapids.

4. None of the individual members of the board of ——— is vested with any authority or charged with any duty to make any action whatever, with reference to the construction, repair, maintenance, or operation of any public school building or buildings of the City of Grand Rapids, or any part thereof, and none of such members is therefore liable for the neglect of any such duty.

5. No funds of the board of ——— may be expended except pursuant to an official vote of said board and no individual member of said board is therefore authorized or empowered to incur any expense on behalf of said board. Not being authorized or empowered to incur any such expense, no member of said board is individually liable for any damages resulting from failure to make proper repairs or to do away with nuisances which may arise or be created in the construction, operation and maintenance of the public schools of the City of Grand Rapids."

A Case Controlled by Statute

Case No. 2. Francis J. Howard vs. Tacoma School District No. 10, Pierce County, Washington, November, 1915.² Frances Howard, a girl of 6 years, contrary to school rules, attempted to use a horizontal ladder, which was part of the gymnasium apparatus for the older children. Becoming fatigued, she fell about seven feet to an uncovered cement floor and broke an arm. The case was presented before a jury in a lower court which decided in her favor to the extent of \$500 for recovery of her injury. The case was appealed and the judgment was affirmed.

This case differs from the first, in that it presents the problem of liability of school districts when a specific statute has been enacted by the State legislature. To be sure the interpretation of the spirit of the statute must be made by the court and its application to the case must be shown. The State of Washington had two statutory provisions which the court felt called upon to interpret in connection with the case. These were as follows:

§ 950. An action at law may be maintained by any county, incorporated town, school district, or other public corporation of like character in this State, in its corporate name, and upon a cause of action accruing to it, in its corporate character and not otherwise in either of the following cases: (1) Upon a contract made with such public corporation; (2) upon a liability prescribed by law in

¹88 Washington 167; 25 L. R. A. (N. S.) 88 Notes; 37 L. R. A. 301 Notes; 47 L. R. A. (N. S.) 1026 Notes.



favor of such public corporation; (3) to recover a penalty for forfeiture given to such public corporation; (4) to recover damages for an injury to the corporate rights or property of such public corporation.

§ 951. An action may be maintained against a county, or other of the public corporations mentioned or described in the preceding section, either upon a contract made by such county or other public corporation in its corporate character and within the scope of its authority or for injury to the rights of plaintiff arising from some act or omission of such county or other public corporation.

In addition to this the court was called upon to declare its position in regard to the attitude or position of common law because in it the appellant declared his right of appeal. The summary of the situation was presented thus:

"The appellant contends that in the maintenance of the ladders in question for the physical development of the children, the school district was exercising a governmental function, and is therefore immune from liability for injuries resulting from negligence of its officers or agents in connection therewith. The respondent contends that the school district was not exercising a governmental function but a proprietary or corporate function in the premises and was therefore liable, and that, even if it be conceded that the function was governmental, the school district is made liable for negligence in the premises by the provision of the statute."

"Two questions are thus presented:

"(1) Was the school district acting in a governmental capacity and hence not liable in an action at common law?

"(2) If so, is it liable under the statute?"

In answering the first question the court held that the school district in providing and maintaining exercise ladders was acting in a governmental capacity. Said the court:

"Unlike cities and towns, school districts, though corporate entities and classified as municipal corporations, are essentially only quasimunicipal corporations. They are mere arms of the state for the administration of its school system. Practically all of their functions are therefore governmental."

"The rule of nonliability at common law applies even in cases of duties not imposed *nolens volens*, but also to those voluntarily assumed by permission of the state; the ground of immunity being, not that the duty is compulsory, but that it is public."

Wixon v. New Port, 43 Am. Report 35. The same rule of immunity at common law applies in relation to defects of school grounds used as playgrounds for the recreation of school children as obtains in cases of school buildings. *Finch v. Board of Education of Toledo*, 30 Ohio 37.

"To hold the school district in providing the schoolhouse was performing a governmental function, and in providing these exercise ladders was performing a private or proprietary function, would be to make a distinction without basis either in reason or authority. In providing and maintaining these ladders the district was acting in a governmental capacity. It is clear, therefore, it would not be liable at common law for the injury here in question."

In answering the second question the court faced the problem of determining the spirit and the meaning of the statutory provisions which have been presented above. Following customary court procedure other judicial decisions were reviewed and after giving reference to these, the following opinion was rendered:

"Clearly we have two lines of decisions, in one of which the statute is either denied or ignored, and in the other of which it is recognized and held to abrogate the common-law rule of immunity. The first line we have constantly followed in dealing with cities and incorporated towns, and the second in dealing with school districts and counties. A majority of the court are averse to overruling either line. To overrule the first would be to unsettle the law of damages as it has been applied to corporations purely municipal almost from the beginning of statehood. To overrule the second would be judicially to repeal the statute, the obvious purpose of which, as it would seem inadvertently, has always been much impaired. The only other course is to uphold both lines of precedent as applied respectively to the two classes of corporations in the adjudicated cases."

"Under the principle of *stare decisis*, a long line of decisions declaring a doctrine as to the liability

¹91 Michigan 339; 158 N. W. 23.

of public corporations in certain cases ought not to be departed from except for urgent reasons."

"With the means of collecting the judgment we are not concerned. That question is not before us."

New York Protects Against Negligence

From the foregoing it can be seen that there have been two kinds of law which the courts have endeavored to interpret regarding the liability of school districts for accidents occurring on school property. The general rule of nonliability which the courts indicate as a privilege under the common law, is shown by Case No. 1, and the fixing of such liability by statute, as in the State of Washington, is seen in Case No. 2. There is a third practice of dealing with this problem indicated by the attitude of the courts of the State of New York. In the two cases which follow, the courts of New York state hold to the principle that, although the boards of education are not liable for the torts of their agents, they are liable for their own negligence. While this does not indicate a decided third position, it is of sufficient significance and difference to be presented.

Case No. 3. Herman vs. Board of Education. New York, 1922.³ It is commonly held that power machinery, when used in a school shop, is only safe when it is made "fool-proof." This means that every possible device that can be used to cover, guard, or protect the portions of a machine that can in any way cause injury is in use when the students are operating such machinery. It so happened that a student was injured while operating a dangerous machine that was not, according to the courts, properly safeguarded. In holding that the board was liable for its own negligence, the court said in part:

"When the state surrendered to the board a portion of its sovereign power and delegated to it a duty imposed upon the state by the constitution . . . and it accepted the trust, it undertook to perform with fidelity the duties which the law imposed upon it. It is not immune from suit. The state has not created an irresponsible instrumentality of government and invested it with the power to put children at work at dangerous machinery which it could be a statutory offense against its laws to use in private industries. The corporate cloak covers the individual trustee, but where the corporate body acts for itself, and not through the agency of its officers and employees, it is bound to act with due regard for the safety of the children and others in its care, in the discharge of those duties imposed upon it by law which are not absolved from liability as a governmental agency to the extent of the funds vested in it for the purpose by statute, or which it is empowered thereby to raise by local taxation."

Case No. 4. Williams vs. Board of Trustees. New York State, 1923.⁴ A student was being transported to his home from a school by means of a bus that was owned and regularly operated by the board of trustees for that purpose. Through no misconduct on the part of this student but because of the poor condition of the vehicle, he fell over the side and received injuries from being caught in the wheel.

As has already been indicated, the court ruled that the board of trustees could be held liable for their own negligence, that they were negligent in operating a vehicle that was shown to be unfit for service, and that in addition no means were provided to keep it in repair. This case is especially significant because the opinion herein expressed reflects the position of the Supreme Court of the State of New York.

Additional Common-Law Cases

Case No. 5. Sullivan vs. School District No. 1, Wisconsin, February, 1923.⁵ is interesting because of the dictum of the court which is included in the decision. The case falls within the first class of cases reported in this paper which base their decisions of nonliability upon the common law. The statutes of the State of Wisconsin do not cover the question of liability of school districts and school officials for injuries to pupils while in school. A boy suffered

the loss of three fingers in using an unprotected saw in the Tomah high school. The lower court held that he could not recover damages, and the case was taken to the supreme court on the plea that the statutes of the state require employers to furnish and use the necessary safeguards to protect employees and frequenters, and school districts are expressly included in the term "employers." The supreme court upheld the judgment of the lower court and in its decision, Justice Doerfler stated that:

"It must be conceded that under the common law the defendant, in establishing and maintaining this department, is performing a purely governmental function, for which it cannot be held liable for damages sustained by a pupil resulting from negligence of the officers, agents, and employees of the district. This has been held in an unbroken line of authorities in this state, and the doctrine of nonliability is fortified further by decisions in nearly all the states of the Union.

"Persons become employees and frequenters by their own volition, and there is no compulsion for either class of persons to assume their respective positions and attitudes. Under the laws of this state, the attendance of pupils in schools is not voluntary, but compulsory. They are not permitted as a matter of right to become frequenters in public schools. Pupils are wards of the state.

"The doctrine of nonliability of a municipality for the performance of governmental functions is so deeply rooted in our jurisprudence, and has been recognized so generally and accepted for so long a period of time, that in effect it has virtually attained the force of a statute, and, while such doctrine has been recognized for over half a century, no legislature has attempted to nullify it.

"Manual training is now a constituent part of our system of education, and instruction in that branch involves the use of mechanical devices. But whether or not the doctrine of nonliability of a school district should be changed is a matter which rests with the wisdom of the legislature, and not with the courts, and until such change is effected by a proper statute, we must consider it our duty to adhere to our former decisions and to pronounce in favor of the nonliability doctrine."

The cases which follow support the common law basis of nonliability which can be viewed as the general attitude of the courts.

Case No. 6. Alice Finch vs. The Board of Education of the City of Toledo, Ohio, 1871.⁶ To permit of light for the basement rooms there was a well for each window about eight feet deep, without railings, and at the same level of the playground. A child while playing accidentally fell into one of these wells and thereby received injuries. The court held:

³30 Ohio 37.

"No possible means appears, in the school laws, by which defendant, if liable, for a tort, could provide a fund out of which to satisfy a judgment against it.

"The duty the defendant owes the municipal corporation of the City of Toledo is a public and not a private duty. The fund that it is authorized to levy upon the property of the school district is a trust fund, devoted by law to educational purposes only. It can order an assessment within certain boundaries as one of the public agencies of the state for the maintenance of public schools within that limit, which assessment cannot be lawfully directed to any other use."

Case No. 7. Ernst vs. City of West Covington Court of Appeals, Kentucky, November 19, 1903.⁷ The school building and playground were on a higher level than an adjacent vacant lot. There was a retaining wall at the end of the playground so that its level was maintained. This wall was higher than the level of the playground but apparently was not high enough because one of the children was pushed over this wall and fell into the vacant lot four or five feet below. The pointed summary of this case is as follows:

"A municipal corporation, having power to acquire and hold real estate is exempt from liability for damages for personal injuries sustained by negligence in the maintenance of such property owned by it, which is in the possession and control of a common school district and used for school purposes, the building being owned, not for private or municipal uses but for a public purpose."

A Workman's Case

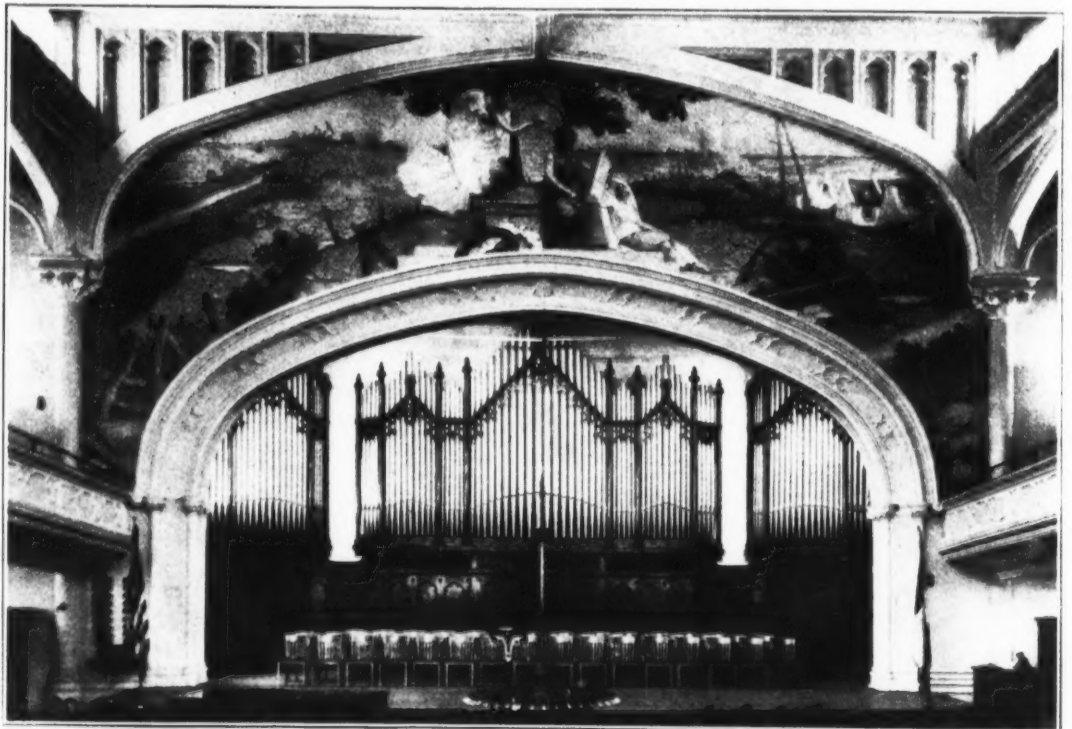
Case No. 8. Freel vs. The School City of Crawfordsville, Indiana, 1895.⁸ The complainant brought action to recover for personal injuries sustained by him while in the employment of the board of education, as a laborer, making repairs on a schoolhouse. What the court said indicates that a workman's only protection is a direct statute, like a workman's compensation law:

"It is the duty of the school trustees of a township, town, or city to take charge of the educational affairs of their respective localities and among other things to build and keep in repair public-school buildings. In performing the duties required of them they exercise merely a public function and agency for the public good for which they receive no private or corporate benefit. School corporations, therefore, are governed by the same law in respect to their liability to individuals for the negligence of their officers or agents as are counties and townships.

⁷116 Ky. 850.

⁸142 Ind. 27; 41 N. E. 312.

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WORLD WAR MEMORIAL PAINTING IN MORRIS HIGH SCHOOL, THE BRONX, NEW YORK CITY.

The stirringly beautiful and impressive painting, illustrated in the above engraving, was dedicated on November 10th, at the Morris High School, in the borough of the Bronx, New York City, as a tribute to the 867 former students of the school who served in the World War. Mr. Elmer E. Bogart, principal of the school, was chairman of the meeting at which the painting was unveiled. The artist is M. Auguste Francois Gorguet of Paris. The movement for the painting of the picture and raising funds for it was in charge of Miss Dela P. Mussey, head of the Art Department of the school.

³234 New York 196; 137 N. E. 24; 24 A. L. R. 1065.

⁴198 New York State Reports 476.

⁵179 Wisconsin 502; 191 N. W. 1020.

School-Bond Problems

H. M. Bucher, Chicago

Much attention has been and is given to the planning of school buildings for future needs but it is only in a few cities and towns that the financial problems of fifteen years hence have been given more than passing thought. It was stated in a previous article that a school system could be no greater than its financial structure, but this fact is unrecognized or is ignored by the average board of directors. When the state laws permit, bonds are often issued that remain unpaid long after the building or buildings for which they have been authorized have become obsolete or useless.

The laws of the state of Ohio provide that all bonds issued in that state must mature in practically equal installments and must mature in entirety within the useful life of the improvement. The life of school buildings has been determined as twenty years for certain types of construction and as twenty-five years for other specified types. In this connection it is interesting to note that all road bonds issued in Ohio must be amortized within ten years of the date of issuance.

The Ohio law in sharp contrast to that of another middle-western state, whose statutes permit twenty-year bonds to be issued, requires no sinking funds for their payment, and permit them to be refunded at maturity. There was recently sold an issue of bonds to refund maturing obligations which had in turn been issued for a building constructed in 1888. This particular building had served its usefulness by 1915, had been torn down and replaced, its successor destroyed by fire in 1921 but the bonds for the original building are still unpaid. About twice the cost of the first building has been paid out in interest to date and the refunding bonds issued mature in 1946. Bonds were also issued for the building burned in 1921. This is, of course, an unusual and extreme case but is an actual one.

School and city officials often allow the bond dealer to fix bond maturities most attractive to the dealer's clients. By so doing they can secure terms that seem advantageous at the moment. Unless the dealer has reason to safeguard the interests of the issuing district, he will naturally and justly consider first, his own firm and its clients. The anxiety of officials to sell a low-

interest-rate bond at par, or at a premium, often causes them to overlook, or to disregard, the best interests of the taxpayers and patrons. In states with a fixed debt limitation, procrastination in the payment of bonded debt has brought many districts up to the debt limitation with inadequate school facilities and exhausted borrowing power.

During the past few years there has been an increasing demand for tax reduction. This has caused an increasing reluctance on the part of boards of directors to increase tax levies to provide sinking funds for the payment of maturing bonds and each year we find coming due a greater amount of indebtedness for the payment of which no provision has been made. When long-time bonds are issued with the intention of sinking-fund creation for payment a certain amount of interest loss is almost sure to result. The average interest rate of school bonds is almost certain to be well over four and one half per cent, while the average interest paid by banks on public funds is probably under three per cent. Many boards of directors have traveled, shopped, changed specifications, and haggled with contractors to reduce building costs a few hundred dollars and at the same time have, in the financing of the building, thrown away thousands—in interest. A little computation of interest to be paid and a definite unalterable plan to insure the repayment of debt will save thousands of dollars.

Bonds of long maturity, but with an option of early repayment, are not attractive to investors who usually want to know exactly when payment may be expected. Option of payment before the due date forces the bond-holder to check frequently the possibility of prepayment of his securities, and the experienced buyer knows that his optional bonds will be called for payment when money is cheap and when consequently reinvestment at attractive rates is difficult. Institutions take this into consideration when making investments. In spite of this prejudice, school officials can often save interest by the sale of optional bonds when interest rates are high and by later refunding into a lower rate. There is little to be gained by such action when money rates are normal as they are at present.



JOSEPH MARR GWINN,
Re-elected Superintendent of Schools,
San Francisco, Calif.

On February 8th Joseph Marr Gwinn was re-elected Superintendent of Schools of San Francisco, California. The election was for a four-year term and followed a series of commendatory talks on the part of board members. The action was unanimous. His salary was continued at \$10,000 a year. Superintendent Gwinn pledged himself to continue his present policies, with particular attention to the extension of the junior high-school system and the practice of making school facilities available to the public for general education as well as education of children. His administration has been an active one, in that a tremendous building program has been carried practically to a conclusion. The greater part of \$13,000,000 has been spent on new buildings while a limited amount has been carefully used to acquire needed sites for future plants before site costs become prohibitive. A junior college is also being considered in the busy constructive program now being so carefully carried forward.

truth is legion. These people are swayed tremendously by them.

Selection of Qualified Candidates by Non-partisan Organization

Another way is for some nonpartisan organization to take the matter in hand. The league of women voters, the chamber of commerce, a general committee, composed of members from each of the civic clubs, could handle such a plan effectively. Such a duty would require an agreement on qualifications necessary for the position; a selection of men possessing these qualifications; a drafting of these men as candidates; an acceptance of the responsibility of assisting in their elections. And last but not least, it would assure the new board member of their cooperation in his new position.

There are a great number of capable men who have the urge to serve, separate and apart from the thought of personal gain. They do not, however, care to push themselves on the public, to go through the unpleasantness of a campaign; they do not care to have the humiliation of defeat. But, if invited by some stable organization which would undertake their campaign, they would gladly serve.

This campaign would not necessarily entail any great amount of expense. The people are anxious for good school-board members. They honestly try to take the best from the selections offered. Sometimes this selection means that they are compelled to choose between a group, all of whom are unfitted for the position. If the people knew that a representative organization had gone into the matter carefully and selected this particular candidate after the rejection of other men not so definitely qualified for this one position, they would gladly vote for him. They would appreciate the opportunity to do so. The election of the candidate under these circumstances would not necessitate full-page advertisements, handbills, pictures of candidates placed in show windows, nor the least bit of wire pulling nor scheming. People are beginning to look askance at the man who spends much to secure a position where there is no monetary remuneration. They suspect the extreme advertiser of wrongdoing before he is ever elected.

One Way to Eliminate Politics from School-Board Elections

Cora Miley

With the approach of the spring elections comes the apprehension, to all patrons, that incompetents may be elected to the management of our educational systems. All selections of men to serve on school boards should be made for ability and for fitness for the peculiar duties which the position entails. The election of such men should be separated entirely from the modern idea of politics.

The qualifications for a school-board member should be: a high-school education, good business ability, some record of previous service in the community, a reputation above reproach, a character that cannot be swayed through an appeal to vanity or cupidity, a high regard for integrity, and a good fund of common sense. No political platform can give these things to a man; if he has them, he will be efficient regardless of party affiliation. If he does not have them, no party can, or would if it could, help the situation.

The Selection of School-Board Members

If we could have our school elections separate and apart from other elections when the heat of party contests is on, and nominate and elect without any mention of party affiliations, the

matter of selecting competent school-board members would be less difficult. But the law, as it is now, precludes, in a number of states, this possibility. The law provides that all candidates, in the general election, must have been selected through primary elections. School elections are held with the election of other city officials. Thus, the candidates for school boards are drawn into party divisions in the minds of those voting.

There may be ways of eliminating political preferment from school-board elections and substituting personal ability as a more effective requisite even with the law as it is.

One way, of course, is for the voters to forget party lines and to look only to personal qualifications. This attitude of mind is coming. It is not here yet, but more and more voters are pulling away, especially in local affairs, from the idea of "party, right, or wrong."

The newspapers could help establish such an attitude in the public mind by editorials and articles, written before the campaign begins, advocating common sense and wise judgment in school-board elections. The number of people who regard the newspaper as an oracle of the

Such a plan as is suggested here is not altogether theoretical. We have tried it in our town. And, even though the candidates had only the backing of an almost unorganized group of women, the people welcomed the opportunity to cast their vote for their candidates instead of those whom they knew to be supported by politicians only.

Educational Qualifications of School-Board Members

How necessary it is to have competent school-board members! How disastrous it is not to have such men in this important place. How can a man direct an educational system unless he has some education? One year we had a man, who for some reason known only to himself, objected to the very competent superin-

tendent we had at that time. When this member was asked for his reason he said: "Wall, he jist ain't big enough for the job."

Our superintendent was a man of national reputation and held the chair of pedagogy in the summer school of New York University. At the time of this incompetent board member's incumbency, we had three others on the board who had taken the bankrupt law. Our budget was near two million dollars a year at that time. We had carelessly turned over this immense sum, this great business, to men who could not handle their own affairs successfully.

Such conditions in our government, national, state, county, and city, are due to our indifference, to our carelessness, and to our supreme selfishness which prohibits participation in an unpleasant situation even if for the public good.

A School-Board Member's Conception of His Job

E. J. Berry, a member of the school board of Vancouver, Washington, who was elevated to the presidency of that body, has outlined his conception of school-administrative labors as follows:

Committees: By the very nature of our organization, it is necessary that the bulk of our work be done by committees. There are so many details to be looked after in each of the three departments of the work that it is much easier to do the work in committee; two men being able to get together to consider a matter of minor detail much more quickly than can five. I believe that much time can be conserved at our regular meetings if many matters of detail can be referred directly to committees for investigation, either with power to act or to report with a recommendation at a later meeting if the action of the full board is desirable. We can all recall many times that we have spent from 20 to 40 minutes talking about some matter which even then had to be referred to a committee for study. There are matters of real concern to the work of the schools; matters of policy with regard to finances, building program, and education which merit our time and discussion at meetings. I believe it would be an advantage to all if committees would bring in brief and concise written reports of the work they have done between meetings, so that it might go into the records and so that the other members might be apprised of what was done. Members will be frequently asked by school patrons about things which will be taken care of by a committee, and if they hear a report at a meeting that such and such a thing has been done or is being done by a certain committee, they will be able to answer questions.

Teachers: I take it that the all-important function of the board is the direction of the educational work, although it is of course necessary to have money and buildings with which to do that, even though it be true that the man who had a log, with himself on one end and Mark Hopkins on the other, had neither money nor buildings. At the head of this department we have a specialist—the superintendent of schools, to whom we look for the proper direction of that phase of the work. That he should be equipped with every facility within our means I think we all agree. It is his duty to advise and recommend in the matter of the engagement of all teachers. It is possible for a committee of two to keep in fairly close touch with the teaching staff where it would be utterly impossible for all five members to do that. I think that we took a step forward last year in requiring each principal to submit to the board through the superintendent his report upon the work of each teacher in his building. We should show the superintendent that we support him in requiring his principals to assume some respon-

sibility for their teachers. Heretofore, the building principals have not done that.

Course of Study: The regular, systematic work of the classrooms is the result of a course of study. Although we may have nine different buildings, the school system should operate as a single unit. Here again we look to the superintendent as the expert in directing this work. I believe it would be greatly to our advantage and entirely worth while, for us to spend a few hours at least, becoming acquainted with the course of study in our schools. How many of us, for example, know anything about how English is taught in the intermediate or upper grades; or that a course in economics is given in high school; by what teacher and in what

year. Papers and magazines of today are full of discussions of what should be or should not be taught in school. It is only reasonable that we should consider our curriculum so that we may be informed when questions arise. If I am not mistaken our course of study is being revised, or at least reviewed, by committees of teachers who are specialists in particular phases of the work, all under the direction of the superintendent. We shall soon have reports of the progress of this work. We should know how our course meets the needs of the pupils of the community; how it fits with the prescribed or recommended course of the state and other cities, and whether it is offering what the taxpayers are entitled to. We ought to analyze, to the best of our ability as laymen, the various courses which we offer, as to their worth, popularity, practicability, and need. We occasionally hear, for example, that our printing course has no place in high school; that we should install a course in mechanics, a shop course in auto-mechanics correlated with our manual-training department; that we should have in high school a thorough course in agriculture. I doubt if any one of us knows how many boys from outside Vancouver city are registered in the high school.

Supervisor of Properties: I feel that we should relieve our superintendent of more of the work which I shall term physical work and by which I mean moving buildings, changing stoves, hauling desks, etc., and thereby give him more time for the administration of the strictly educational work of the system. That our present superintendent is a man whose experience, judgment, knowledge, and good nature are al-

(Continued on Page 152)

The Superintendent Writes His Principals

Here is the second of a series of twelve letters which a superintendent has written to the principals of his school system:

To the Principals:

"The principal is the head of an administrative organization and the success or failure of the school depends upon the efficiency of the administration, including supervision of instruction. The principal must not only have the ability to plan an efficient organization, but he must also know how to attain and maintain efficiency in the administration of the organization. He must know whether a thing is being done efficiently and he must be able to correct inefficiency."

The above is an abstract from a talk on "The Principal's Job." It reminds me of a story that appeared in the *Boston Globe* not long ago. President Coolidge was returning from Chicago and as he was drinking his breakfast coffee on the train, the dining-car steward came up to him and asked him whether the coffee was all right.

"What did you think was the matter with it?" asked the president.

I wonder if the dining-car steward, as the administrator of the dining car organization and responsible for its efficiency, isn't like some school administrators—principals and superintendents, too. If the steward didn't know whether the coffee was good, he could have found out about it in the kitchen. He probably couldn't make as good a cup of coffee as the kitchen employee who made the coffee for the president. If anyone deserved credit for the good coffee it was the man who made it. The steward spoke to the president for the purpose of calling attention to himself and the excellency of his organization, rather than because of any concern about the coffee.

School administration is not something that can be carried on by rules, regulations, and orders. The highest type of efficiency is that

which recognizes human relationships. School teachers, like other people, work for a living, but if their work is to count as a distinct contribution to the welfare of mankind, there must be a real liking for their work and a pride in individual accomplishment. Service of head and hand can be bought and paid for, and the return for the money paid will be a fair day's work. But the surplus of service, the loyal cooperation, and the desire to do good work as individuals for the benefit of the whole school and because of a group pride in the school—these things cannot be bought and paid for in dollars and cents. This type of service cannot be commanded through rules and regulations of the administrative organization, but no organization can properly be termed "efficient" in the best sense unless this kind of service is the dominating influence of the organization.

One of the many pleasant things about the administration of nearly all of the schools in Revere is the fact that the principals so frequently and so enthusiastically give the individual teachers credit for some accomplishment that merits recognition.

The principal doesn't say to me, "I want you to see what I am accomplishing in fifth grade geography," but says, "I would like to have you see the fine geography work being done in the fifth grade by Miss —."

These are indications, at least, of that type of administration which makes for efficiency.

All too often the American city-school organization is so administered as to apportion the work of accomplishment to the teachers and the credit of accomplishment to the administrators.

The best efficiency expert to put on the job in any organization is the spirit of the golden rule, which is guided by fair play, and always recognizes merit and gives full credit for it wherever found.

(Signed) THE SUPERINTENDENT.

Have We Outgrown Commencements?

Emma Gary Wallace

There are a great many people—and among them not a few teachers, who are inclined to look upon commencement exercises as something of a necessary evil. Teachers particularly, are likely to be tired out with a long year of strenuous work which has grown heavier with approaching examinations and the attendant strain of tests and the careful percentage marking of innumerable papers. Parents, too, frequently find Commencements trying—they mean expense and the necessity in a great many cases for the making of important decisions as to what will be done next.

Nevertheless, commencement exercises serve a very valuable purpose in the economy of the life of every student body, and should be looked upon by the community at large as a happy occasion of vital interest to all. Commencement exercises announce the completion of a regular course—the completion in a finished and satisfactory manner. This in itself is of inestimable value in these times of restlessness, of taking up this interest and that, and abandoning it when the first enthusiasm has departed. One of the worth-while lessons of life is to develop the ability to persist until definite results are achieved.

The different manner in which commencement exercises are regarded in large and in small places is interesting. In the small town where everyone knows everyone else, the annual affair of this nature is attended by everybody, and a keen delight is taken in those who do exceptionally well, and the record is remembered over long periods of time. In larger places, the yearly graduation makes much less of a stir, and only those are likely to attend who have relatives or near friends in the graduating class. The students lose a great deal by the failure of a large part of the community to recognize the season as one of great significance. Personally, it makes little difference whether we live in a modest or a pretentious portion of "Main Street", for we can only touch the lives of about so many people anyway. But in the city there are so many counter-interests, that commencement exercises make scarcely a ripple, and the young people lack the wonderful inspiration of the expectation on the part of friends, neighbors, and bare acquaintances—that they will make good. A little town furnishes this, and it is one of the reasons why so many of our educators and people of prominence in other lines, have come from what the city dweller is very likely to describe scornfully as a "hick town".

It means much to the boy or girl, or the young man or young woman who is graduating, to have the banker whom he only knows slightly, step up to him on the street, shake his hand and say: "My boy, I congratulate you. You have reached a real milestone in your life, and we older people are proud of you. We are going to keep an eye on you because you are now commencing something else, and of course, we look for you to do credit to yourself and to us in this community. Just look around and see the men who are making the place worth while. They are the fellows who graduated not so very long ago, and then went on to bigger things!" And by the time the young man has been approached in a similar manner by a good many prominent citizens whom he never dreamed would care in the least, a new seriousness of purpose will be developed in his life, he will hold his head a little straighter, and his eyes will flash with a little more determination as his ambitions slowly crystalize into shape as to what he wants to do and to be. In

the big city, there is an opportunity for this recognition, but all too often it is side-tracked and people do not think to extend the encouragement which means so much in every young life.

Even in some of our cities of second and third class, commencement exercises are not valued for all they are worth, and it is astonishing how precedent is often permitted to continue to govern without rhyme or reason. For example, in a certain well known city, the graduating exercises of the high school are held in the auditorium where chapel exercises commonly take place. The room is a large one, but the seating capacity limits those who can attend, and each graduate is allowed to invite a certain number—perhaps four or five. This means that all are excluded who do not belong to the immediate family of the graduate, or to a very close circle. Frequently, if there is a large family, all of them cannot attend. Yet in this same place, is an auditorium that will seat three thousand people with comfort, and what could offer a finer educational pageant which would be the real thing, than to hold the commencement exercises in this auditorium, and invite the public to come and see them, and to learn the use that the young people have made of the expenditures of the taxpayers' money? From year to year, the writer has questioned the wisdom of not using the larger auditorium, which doubtless could be secured with little or no expense for the purpose. The answer of members of the school board and others, always is, "Why, we have always held it in the high school building—for years and years!"

Apparently that settles it. The city has multiplied itself again and again in size, but precedent must be followed stupidly. It is significant that in this town, which has very fine schools, there is a considerable percentage of illiteracy, and that it is very common for young people to leave school as soon as the law permits them to do so. If more were made of commencement exercises, and the citizens and the press took real pride in the schools, it would surely make a difference. "Because we always have" is no excuse or no reason for continuing, provided a better way can be found. Times have changed, and in the general business readjustment there seems no reason to doubt that many educational methods must be recast to meet the needs of the times.

Every year we are refreshed by jokes about the sweet girl graduate, and the profound advice handed out by callow youth as to how all of the world's big problems shall be settled.



This is scarcely fair, for most of the graduates of the schools select the topics of their graduating thesis with fear and trembling. Sometimes they follow a particular hobby of their own, and at other times the theme is literally thrust upon them by someone who thinks that they would do well in writing on this subject. It is not to be expected that any original ideas will be handed out, although in rare instances a flash of genius is seen. A young woman, for example, who once chose as her topic, "The Mistakes My Parents and Teachers Have Made" was original and had the courage of her convictions. Moreover, she handled the subject without gloves, and being something of a unique character, was allowed to deliver her effusion with only a modest amount of censorship. It caused a mild sensation, called forth a ripple of amusement, and really did a lot of good. Would it not be better to encourage original themes that would permit self-expression on the part of each student, rather than to make so many of the graduating essays mere echoes of the profound wisdom of great minds? It is this very thing which has aroused the risibles of many listeners. A stripling of a boy, who perhaps has only shaved a few times and egged on by program subjects of other days declaims with the apparent profundity of thought on Demosthenes or Plato, or a scientific subject from which Edison might well shrink! Naturally, some pun-maker sees copy in it, and being thrifty, uses the material. Would it not perhaps be better to vary our commencement programs, allowing for more originality? This very youth might do a great deal better on a simple and practical topic.

Teachers should protect students from themselves in their efforts, for there is more to be considered than that the audience may be amused or bored. If a graduate presents an essay of the grandiose kind, and it is listened to courteously, after the audience melts away with as much speed as possible, the student naturally assumes that he has made an impression, and has set forth ideals to which he is now committed. If these ideals are warped and twisted, it may be a long time after he leaves school before he finds it out, and mistakes are tragic when they are measured in terms of life and character.

In the preparation of commencement exercises, then, educators have a great responsibility in three separate and distinct directions. First, they should help the student to appreciate the benefit and dignity of graduation from any accredited school, with the privilege it gives of preparation with which to begin a larger work. Second, educators should not lose sight of the opportunity which is theirs to impress the community through commencement exercises of a worthy character. And third, educators should seek to inspire youth so that without delay they will obey the old English motto, "Doe ye next thyng!"

Commencement exercises should not be allowed to become utterly perfunctory, cut and dried. They should be varied in a sufficient degree to challenge the interest of the students and the community, and also to intrigue the imagination of the younger students that they shall be eager to be painstaking and thorough in their work, in order that they too may reach the distinction of being a graduate. Novelty of the right kind is a foe to monotony or indifference, and something unusual in commencement exercises is worth working and planning for. Where commencement exercises have become a mere routine matter, the situation is one to be regretted.

It is advisable that as many people be interested as possible, and that the students who

(Concluded on Page 156)

Professionalizing the School-Building Program

"In professional pursuits and in the professional aspects of other pursuits, the ideals of service are assumed to be dominant. With them is associated also the idea that to such service will be brought the most up-to-date knowledge and the best acquired skill that mankind has attained. The professionalizing of school-building problems means that, in attempting their solution, the ideals of service will be ever present and that the knowledge and skill attained by those involved in their solution will be utilized. The problems are composite in their nature, and for their solution the contributions and cooperation of many professional groups are necessary."

This paragraph is the introductory to a statement of the problems involved in a school-building program as presented by Prof. James Collins Miller of the University of Pennsylvania, at the Schoolmen's Week at Philadelphia. It is the first of a series of papers in which the attempt is made "to set out in analytical form the major problems to be solved and to suggest the relationship of the various professional groups to their solution."

Prof. Miller then enumerates the major problems involved in the formulation and carrying out of a school-building program, as follows:

I. Making a carefully analyzed estimate of educational needs—present and future.

A. Determining the fundamental educational policy to be adopted.

B. Determining the program, the curricula, the courses in light of current and anticipated needs.

C. Deciding the types of organization and administration to be accepted now and contemplated for the future.

II. Measuring and evaluating present housing facilities and estimating future needs.

A. Analyzing and measuring existing accommodations and facilities and evaluating both quantitatively and qualitatively in light of educational needs.

B. Ascertaining the existing situation and anticipating the future regarding the pupils to be cared for—their number, their distribution as to age, grade, sex, race, color, and geographic location.

C. Ascertaining the existing situation and anticipating the future regarding the educational offering—variations, additions, retrenchments in program, curricula, and courses.

D. Anticipated increased holding power of educational program.

E. Anticipating modifications in attendance laws, their enforcement, and changes in the ability of parents to send their children beyond period of compulsory attendance.

F. Ascertaining the existing situation and anticipating the future relative to private educational effort and its bearing upon provision of facilities by the public-school authorities.

III. Measuring and estimating the financial ability of the community.

A. Finding what is the existing capital and current indebtedness of the municipality as a whole with dates and amounts of payments to be made.

B. Ascertaining the exact amount of indebtedness and the distribution of payments assigned to education.

C. Ascertaining the amount and sources of the income of the municipality in general and the school system in particular.

D. Estimating the total wealth and ascertaining the taxable wealth of the community as indicative of its apparent and its actual ability to provide for its needs.

E. Checking as to the legal limitations on municipality and school system relative to capital indebtedness.

F. Deciding upon financial policy:

1. Bonding—sinking fund or serial.

2. Pay—as—you—go.

3. Combination of these two plans.

G. Determining most suitable distribution of building program in light of fluctuations in the supply and demand for materials and labor.

IV. Selecting and acquiring sites.

A. Determining locations.

1. Bearing of age, sex, color distribution and the geographical and educational location of pupils.

2. Bearing of the present and anticipated location of business district, industrial areas and transportation terminals—railroads, street cars, bus lines, and service stations.

3. Noting distribution of present facilities and locating centres of need.

4. Checking possible locations with facilities for transportation—accessibility to pupils.

5. Avoiding noises, fire risks and street hazards—fire stations, garages, boiler shops, railroad shops.

6. Avoiding proximity to abattoirs, chemical works, fertilizing plants and poorly drained areas.

7. Avoiding proximity to jails, cemeteries, and hospitals.

8. Examining possibility of utilizing or exchanging sites purchased in advance of immediate needs.

B. Acquiring the site.

1. Ascertaining and considering prices and values of possible sites—confidential.

2. Securing options and avoiding manipulation of prices by owners or their agents.

3. Ascertaining law and regulation pertaining to ex-appropriation of land for school purposes and methods of determining price under such circumstances.

4. Locating and verifying title to property.

5. Discovering nature and amount of encumbrances thereon.

6. Conforming to the law in form and substance of contract.

7. Taking over gifts or bequests that may be made.

8. Agreeing as to price, methods, amounts and time of payments, and time for transfer of title.

9. Filing title in place of safety from theft and fire.

V. Planning the Building.

A. Determining the needs for which the particular building unit is to provide.

1. Deciding the educational program to be cared for therein.

2. Deciding the number, sex, grade, and classification of the pupils it is to house.

3. Selecting and appointing the building committee or the official who is to represent the board in the matter.

4. Selecting and appointing the architect.

5. Preparing site and floor plans for building as a whole—use flow sheet and seek maximum of flexibility and adaptability.

6. Preparing lay-out plans for fixtures, furniture and equipment.

7. Preparing detailed working plans and specifications.

8. Attending carefully to every factor related to health and safety.

9. Securing the bids and letting the contract.

VI. Construction of the building.

A. Supervising the construction of the building at every stage by supervising architect,

building inspector, and superintendent of schools.

B. Watching and checking on materials used in construction.

C. Watching and checking on faithfulness with which plans are followed in detail, especially heating, ventilating, plumbing, and the fixtures and equipment.

D. Discovering needed minor adjustment in plans and lay-outs and securing the right decision in regard thereto without excessive charges for extras.

E. Making sure tinting and other interior decorative features are technically right and in good taste.

F. Making no errors in lighting, heating and ventilating, and power equipment and installation.

Relation of Professions to the Problems

To the solutions of the problems indicated in the above outline many professional groups have contributed, and at no time has the effort to find more satisfactory solutions been greater than at present. A concurrent problem for those concerned with the improvement of our educational service is to extend the utilization of knowledge and skill already secured to areas, geographical and mental, that are at present unaware of its existence and hence deprived of its benefits. Within the time limit for this paper one cannot do more than bring to your attention one or two of the more significant contributions of a few of the professional groups more immediately concerned.

1. *Business administration.*—The reports of the Committee of the National Association of School Accounting Officers on the Standardization of School Building Measurements represents a definite effort to professionalize one phase of the general problem of providing accommodations for the schools. Its classification of school buildings according to use—lower elementary, higher elementary, high or secondary and dormitories—should be extended to include the junior high school and the junior college. From the standpoint of materials and construction, it gives the following classification:

A. First class: entirely of fireproof materials and construction.

B. Second class: semi-fireproof construction.

C. Third class: constructed entirely of wood.

In considering building costs, the committee recommends two units,

1. From the standpoint of utility, the cost per pupil.

2. From the standpoint of construction, the cost per cubic foot.

The number of pupils which the building is planned to accommodate normally, in rooms designed for classes only, should be used as the divisor to determine cost per pupil. "To obtain the cube of a school building, multiply the area of the outside of the building at the first floor, by the height of the building from the underside of the general basement floor to the mean of the roof." If portions of the building are built to different heights, each such portion should be taken as one individual unit and the rule as above applied.

In distributing the cost, it may be divided as follows:

A. Cost of land, grading, and landscape gardening.

B. Cost of building, mechanical equipment of fixtures, including general and sub-contracts.

C. Cost of furniture and instructional equipment.

D. Professional fees for architects, engineers, and building inspectors.

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The Dallas Convention

The conventions of the Department of Superintendence have become so large in attendance and so inclusive in program that it is practically impossible to speak of the success of the meetings of a particular year. So many of the nation's strongest and best educators contribute to the programs and fill the meeting-halls, that any single failure of a paper or of a session to rise above the mediocre, is quickly forgotten in the rush of impressions of brilliant addresses and outstanding contributions. If a comment may be made on the success of the Dallas meeting, it would be to say that the general sessions were uniformly inspirational; the sectional and group meetings were bewildering by their number and generally practical character; the attendance exceeded the satisfactory number of 8,000; Texas as a state and the south as a whole, were represented by remarkably large numbers of superintendents; Dallas provided a splendid auditorium, a superlatively fine exhibit hall, ample hotel and lodging accommodations, and good weather; Secretary Shankland and his associates ran the machinery of the convention with the smoothness and courtesy that is possible only in an experienced and well-balanced organization; music by a great orchestra of high-school children added color and spirit to each session; and finally President Condon proved himself again to be a most pleasing, forceful, and resourceful platform manager, who handled every emergency and kept every detail moving on schedule.

The Program

The general theme of the general sessions was four closely related topics—ideals, character, citizenship, national unity—and these were treated inspirationally and, in some instances, quite eloquently. Each session opened with music by a high-school orchestra chosen from 600 boys and girls from various parts of the United States, including the best musically-talented children in outstanding schools. A spirit of religious reverence was prevalent in the prayers and hymns which followed the orchestra music, but in two or three of the sessions, the absolutely irreligious viewpoint of a speaker jarred harshly with the impression made at the outset. After the Sunday session, the writer was not able to discover any close relation between the religious spirit of the introductory parts of the several meetings and the more serious business of the papers and addresses, and it appeared rather that the latter lost much of the possible inspiration which they might have contained had the speakers and writers incorporated, by implication at least, some of the age-tried Christian principles and philosophy which the hymns and prayers suggested.

Of the addresses of welcome at the opening session on Monday morning, a statement of Governor Dan Moody of Texas is worth recording. He said: "There is but one security that we need ask for in entrusting the welfare of our State and Nation. That thing is a democratic body of educated men and women." Dr. Augustus O. Thomas rather rounded out the statement in his response on behalf of the association when he said "If we subordinate the building of fortunes to the building of characters, our country will live in security and rejoice in abundant prosperity, with good government at home and peace, respect, good will and confidence abroad." In the closing address, Sarah Louise Arnold, national president of the Girl Scouts, discussed the problem of safeguarding the birthright of American children, speaking on the place of the home, the church, and the school. "The church," she said, "instills into the life of the people the recognition of God in his world. It is an indispensable expression of the life of the spirit. It helps us to give us our bearings in the simplest as well as in the great events of life. Well for the village, the town, or the city which is influenced by this clearer vision of the guiding star given through holy lives."

"Our greatest conception of education can never be confined to the work of the school alone. Rather the school must find its rightful place

and function in cooperating with all these other educational forces. Through all our days we are climbing through understanding. The experience of the race guides the school. From day to day our practice must vary as our vision of the guiding principle becomes more clear. Always this guiding principle, this star in the heavens, is ideal. What then is the function of the school? To make possible and to increase for the children of America the best gifts which all these agencies together may bring."

The Monday Evening Session

Mrs. Percy V. Pennybacker of Austin, Texas, and Judge John H. Clark, of Cleveland, Ohio, former associate justice of the United States Supreme Court, shared the program on Monday evening. The former made a strong plea for American participation in world affairs, particularly in the settlement of the present European economic and international problems. Men, she said, settle their claims peacefully in the courts. Why cannot nations also travel together along the same highway of understanding? Judge Clark argued for a peaceful substitute for war and declared that the greatest hope of international peace at present lies in the world court. He declared that the League of Nations, the protocol for the settlement of difficulties, and the Locarno treaty are three important steps toward the elimination of war.

The Tuesday Morning Session

The session on Tuesday morning came nearer to reproducing an oldtime general meeting of the department than any other session of the entire week. The first half of the morning consisted of ten-minute addresses on educational ideals achieved in various cities and states. State Supt. W. F. Bond described the reorganization of the schools in the State of Mississippi through the revival of a professional spirit among the superintendents and teachers, through the consolidation of rural schools, the establishment of rural high schools, and the increase of school funds, salaries, etc. Supt. Nicholas Bauer of New Orleans described the transformation of the New Orleans elementary and high schools which has resulted from the reconstruction of the school-building plant, the expansion of the common-school program, the establishment of summer schools, etc. State Supt. W. J. Cooper, of California, described the transformation which has been made in San Diego through lay support of the schools and through a practical plan of cooperation between the administrative and teaching forces. Supt. T. W. Gosling of Madison, showed how his city is seeking to give every child an equal opportunity through special adjustment, guidance, and assistance. Dean L. A. Peckstein of Cincinnati, described the teacher-training system of the University of Cincinnati. Prof. E. D. Starbuck of Iowa City, spoke of research in character education, which he showed is groping in the dark. One would conclude, after hearing the Doctor that a reason for the groping lies in the fact that the research has sought to break away from all the old bases of character formation. Supt. W. H. Holmes of Mt. Vernon, described his successful plans for giving teachers an opportunity to express their personality and originality in school work. Supt. George Howard showed how steadfast holding to the ideal of the child as the only purpose of the school, has made it possible to build the successful system of schools in Rowan County, North Carolina.

The second half of the session was devoted to progress reports of the various special commissions and committees of the department. A very interesting break in the meeting consisted in the presentation of a watch chain of 48 links, each engraved with the name of one of the states, presented to Dr. Albert E. Winship, veteran editor of the *Journal of Education*.

The seventh session of the department on Tuesday evening was a joint meeting with the National Society for the Study of Education, and so far as attendance was concerned, proved to be the largest assemblage of the week. It



S. D. SHANKLAND,
Washington, D. C.

The splendid service of the efficient secretary of the Department was recognized at Dallas by his reelection for a term of three years.

became readily clear as the evening progressed that there is considerable difference of opinion concerning the place and function of the junior high school and that this institution will undergo some years of further experimentation before its purposes, methods, and in fact its entire philosophy become clarified. One speaker rather implied that the present junior high school will be transformed in years to come. Certain it is that the theory of the junior high school is running far ahead and even away from the current practice and available funds for this type of school.

The opening paper of the evening, by Dr. John W. Withers of New York University, outlined the history and the early aims of the junior high school and showed that there is a lack of crystallization of aims and methods which require further study. The exploratory function of the junior high school and the learning by participation are its two most valuable present features.

Supt. J. H. Newlon of Denver, discussed the articulation of the junior and senior high schools and argued strongly for independence of both junior and senior high schools from college domination. Prof. Harold Rugg of Columbia University suggested the necessity of creative education as a factor in American culture. Dr. Charles H. Judd, of Chicago University, opened his discussion with a reply to Superintendent Newlon on college influences and spoke of the need of relating the activities in the junior high school to American life.

The Wednesday Morning Session

The session on Wednesday morning was opened by Senor Rafael Romiro, who spoke on the school system of Porto Rico and showed how it is an important link connecting the Spanish culture of the Central and South American countries with Anglo-Saxon culture of the United States. Mrs. Edith Campbell, director of the vocational bureau of Cincinnati, pleaded rather feelingly the need of helping "the lower fourth"—the children who are mentally and physically below normal. Mr. William P. Hapgood, of Indianapolis, spoke interestingly on the problem of fitting industry to men and of the cooperative control of industry which he has introduced in the firm of which he is the head. Child labor and social welfare was the subject of a paper read for Mr. William Green of the American Federation of Labor.

Supt. F. P. Boynton, of Ithaca, New York, spoke on "The Open Door in Education," a subject which he took up two years ago at Cincinnati. Mr. Boynton charged that the college is not handling the educational problem of the youth knocking at its doors and is not assuring every worth-while high-school graduate who has the ambition to prove by actual trial whether or not he can profit by higher education. The notion that the colleges are overcrowded is

largely mistaken, in Mr. Boynton's opinion, because college buildings are not used for more than a small fraction of the time and university professors have weekly teaching loads which are far below those of high-school instructors. Nobody has determined what is a reasonable teaching load in the college and there is need for much scientific study of many factors of college administration so that greater efficiency shall result. The problem may be solved, Mr. Boynton held, if the money now wasted in the colleges were saved and at least the first two years of the college course were put under the control of the public-school authorities.

Mr. Boynton's criticisms of the colleges and of their entrance requirements have found general favor; his solution of the problem is open to debate, particularly from the standpoint of the added burden to the school districts and the loss of university contacts which the small junior college suffers.

The Final Session

The inspirational character of the general session found its climax in the program on Thursday evening, when the great orchestra of 600 boys and girls which was brought to Dallas at an expense of \$80,000, joined with 800 pupils of the Dallas schools in a great concert. The boys and girls in the orchestra represented the best musical talent of the various communities from which they came, and the expense of sending them to Dallas was borne in the various communities by contributions from public-spirited citizens or from funds raised through school entertainments. In itself, the appearance of the 600 children on the platform in their fresh youth and enthusiasm was a stirring sight. The appropriateness of the music which these children rendered, the difficulty of the selections, the general finish and spontaneity of their work, spoke volumes for their training.

The Sectional Meetings

The American school superintendent has been frequently spoken of as a practical idealist. He enjoys inspirational meetings, but he will not attend very many nor listen very patiently unless he has a liberal sprinkling of usable, matter-of-fact, practical material brought to his attention. At Dallas the afternoon sessions were devoted entirely to sectional and group meetings at which various phases of city- and rural-school organization, administration, financing, teaching methods, etc., were discussed. The various associated departments and the minor organizations of principals, college teachers, deans, etc., also met during the afternoons, so that every man and woman who attended could select one or two groups where any problem in which he or she might be interested would receive rather fulsome discussion. Collectively, the afternoon meetings were far better attended than the general sessions; there were large audiences on Monday afternoon devoted to pre-school and parental education, supervision, rural schools, high-school administration, and the problems of the elementary principal. On Tuesday afternoon the superintendents of cities from 10,000 to 100,000, the county superintendents, and the elementary principals again held large gatherings, and on Wednesday afternoon the junior-high-school conferences and the elementary principals brought out large crowds.

The Problems of School Business Management

The problems of the planning and building of schoolhouses and of arranging and equipping schoolrooms formed the main topics of two group meetings on Monday afternoon, and brought out some valuable discussion of recent progress. The specific problems of the school business manager as expressed in school-building programs and annual budgets formed a sectional group on Tuesday, which provided some rather interesting restatements of present-day theory and practice in these fields. Various other groups took up at one time or another during the week business problems of school administration, but at all these sessions the groups were small and there was evidence that the superintendents came to the convention to discuss their more immediate problems of supervision and curriculum-making, rather than the business affairs of school boards.



THE TEACHER—SERVANT OF HIS DAY—(Dallas Morning News).
The Dallas newspapers, particularly the Morning News, gave the convention splendid service and reported the meetings fully and intelligently.

Mr. Frank Irving Cooper, Boston, in the section on architecture paid a well-deserved tribute to the late Clarence D. Kingsley, who spent the last five years of his life in developing better schoolhouse planning, from the standpoint of greater educational service. At this meeting Assistant Superintendent Homer W. Anderson of Denver, described the successful methods which have been used in his city in carrying on the school-building program through individual architects. In the group on schoolroom interiors, Dr. N. L. Engelhardt spoke of the greater need for better lighting in classrooms and for better adjustment of blackboards and other utilities to the actual work of the classes. He spoke in favor of greater flexibility through the use of movable furniture and stressed the necessity of better cleaning and maintenance. Assistant Superintendent Anderson, who also spoke in this section, showed how Denver has adapted the schoolrooms, shops, and workrooms to local needs by an intensive study of the school procedures, in which teachers, supervisors, architects, etc., participated. One of the valuable papers on Monday afternoon was read by Mr. Edwin S. Hallett, engineer of the St. Louis school system, on optimum atmospheric conditions provided through positive mechanical ventilation.

Mr. D. B. Rice, business manager of Oakland, Calif., schools, provided a genuinely helpful program for school business managers on Tuesday afternoon, but only three or four business executives of schools and probably 25 superintendents were present to hear the papers.

Superintendent C. A. Rice of Portland, Oregon, described the school-building program of his city which has been under way since 1923 and which at present has been revised to involve an expenditure of fifteen million dollars during the coming five years. The necessity of studying each building to avoid waste, of standardizing many elements in the buildings for the sake of economy, and the constant adjustment of the program to the population needs were among the points emphasized. Superintendent W. L. Stevens of Long Beach, California, described the building program in his community and the unified school administrative plans centralized in the office of the superintendent. Mr. Stevens argued that frequent conferences are necessary between the teachers and principals, the architects, and all other factors connected with the erection of school buildings in order that there may be a complete understanding at all times. Superintendent W. W. Borden of South Bend, Indiana, read a thoughtful paper on the need and utility of the budget. He described in detail seven steps of budgetmaking, from the preliminary collection of data to the final application of the budget figures during the ensuing fiscal year. Superintendent O. C. Pratt of Spokane, Washington, took up the same problem of budgetmaking from the standpoint of the legal essentials and the difficult human relations and suggested common-sense policies which he has found successful in securing the acceptance of the budget with the board of education and the community.

The Business Session

The Department carries over into the conduct of its business affairs some of the spirit of professional control and leadership for which superintendents have been fighting in city-school administration. The only democratic elements left in the business meeting are the election of officers and the revision of the constitution and by-laws—all else is announced to the members by the president or the executive committee, and accepted perfunctorily.

The annual election resulted in the choosing of the following officers:

President, James Marr Gwinn, superintendent of schools, San Francisco, Calif.

First Vice-President, Randall J. Condon, (ex officio), Cincinnati, Ohio.

Second Vice-President, F. D. Boynton, superintendent of schools, Ithaca, N. Y.

Member of executive committee, Frank D. Underwood, district superintendent, St. Louis, Mo.

Mr. Gwinn's opponent in the race for the presidency was Supt. M. G. Clark of Sioux City, Iowa. The executive committee reelected Secretary S. D. Shankland, who has efficiently directed the department's affairs during the past six years.

The next convention will, in all likelihood, go to Boston, in accordance with the plan of the executive committee adopted several years ago for locating the meetings successively in the south, the east, the west, and the middle west.

The Exhibits

The exhibits at Dallas were appropriately labeled "A Display of the Materials of Education" and excelled in variety, number, and suggestiveness, any previous display of books, teaching materials, furniture, and school-building materials. They represented a growing appreciation of the service which manufacturers and publishers are seeking to render in a truly professional way. In the interest which schoolmen displayed there was evidence that superintendents and other school executives find it necessary to keep in touch with new books, new materials, and new equipment, for the sake of their school systems and of their own personal efficiency.

The entire exhibit, which was housed in a well-lighted, large building, was given a dignified introduction to the convention in the shape of a formal opening meeting at which President Condon was the principal speaker.

The extensive special exhibit of photographs of schoolroom interiors was an innovation that deserves to be developed. It proved most suggestive. The school-arts exhibit collected by Mr. Wm. H. Vogel, of Cincinnati, was a real treat. Other displays included materials on sight-saving classes and platoon schools. The exhibit of school architecture was a failure and had better be discontinued unless a larger number of architects and a wider variety of schoolhouse work can be assured. It is likely that the schoolhouse architects would respond more generously if they could be assured each year of proper dis-

(Concluded on Page 130)



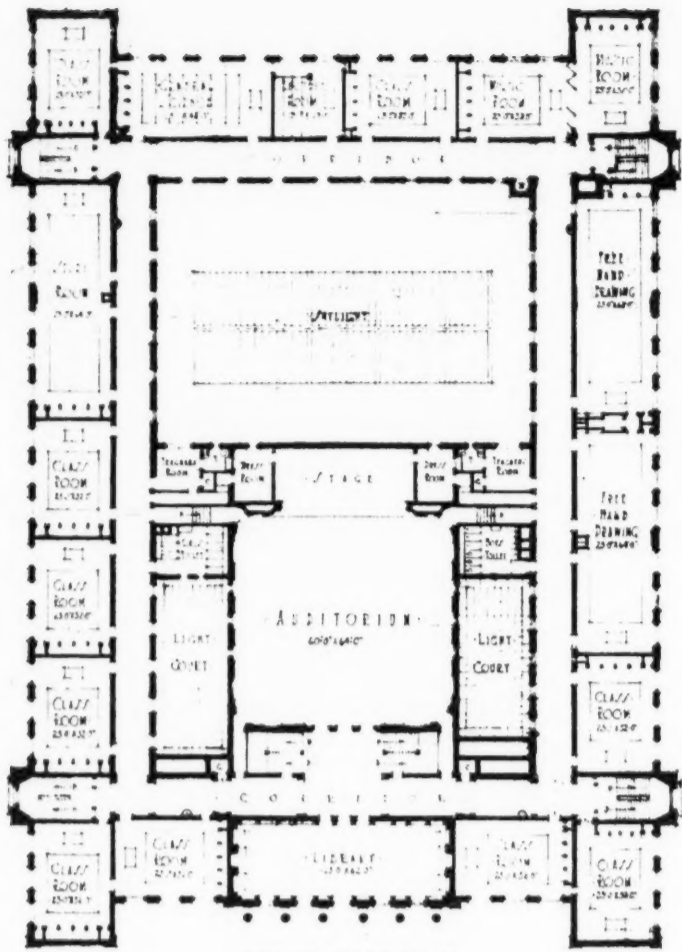
WORCESTER JUNIOR HIGH SCHOOL,
WORCESTER, MASS.

J. D. Leland & Co., Architects,
Boston, Mass.

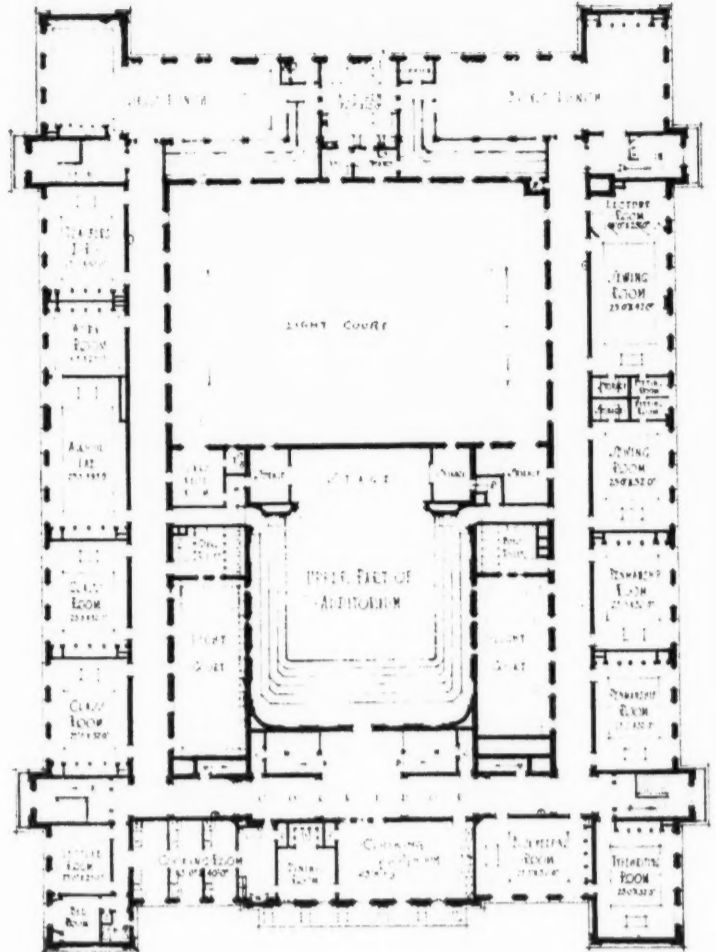


AUDITORIUM AT THE WORCESTER JUNIOR HIGH SCHOOL,
WORCESTER, MASS.

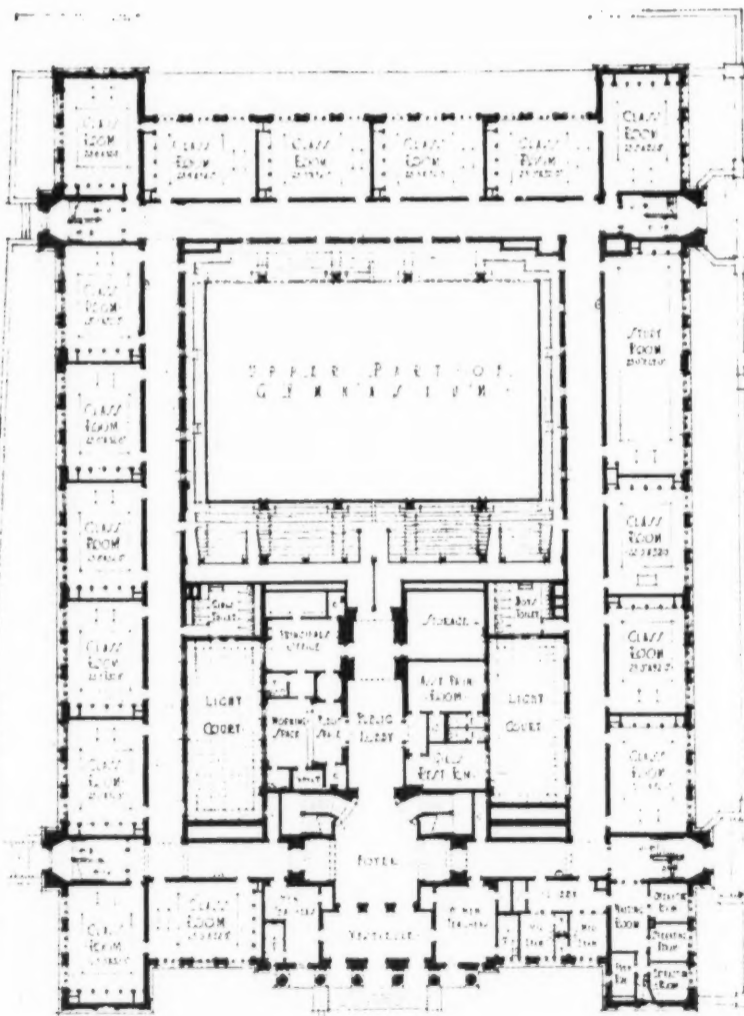
J. D. Leland & Co., Architects,
Boston, Mass.



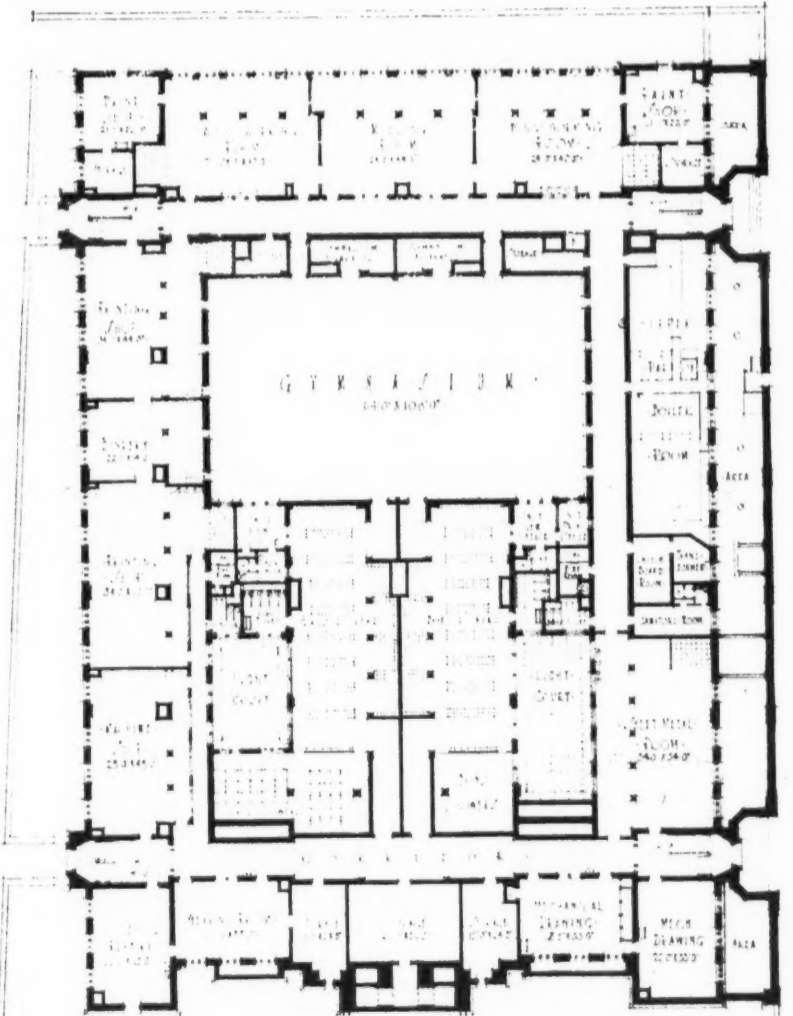
SECOND FLOOR PLAN.



THIRD FLOOR PLAN.



FOURTH FLOOR PLAN.

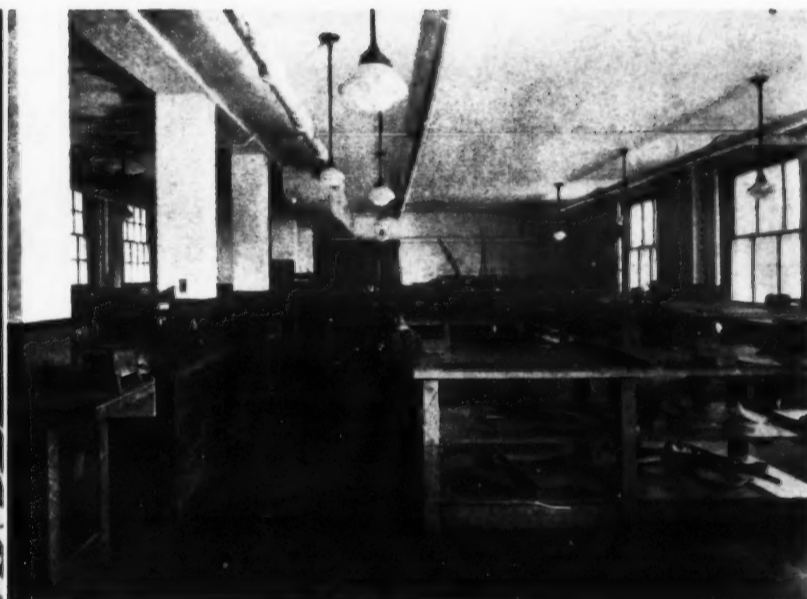


FIFTH FLOOR PLAN.



REAR AND SIDE STREET VIEWS.
WORCESTER JUNIOR HIGH SCHOOL, WORCESTER, MASS.

J. D. Leland & Co., Architects,
Boston, Mass.



WORCESTER JUNIOR HIGH SCHOOL, WORCESTER, MASS.

TOP: Gymnasium and Tinsmith Shop; BOTTOM: Printing Department and Girls' Side of the Cafeteria



BROAD STREET ELEMENTARY SCHOOL,
HUDSON, MASS.

J. D. Leland & Co., Architects,
Boston, Mass.

THE WORCESTER JUNIOR HIGH SCHOOL

The plans provide for a three-story-and-basement structure 180'x268', containing 88 classrooms on four floors, and an auditorium and gymnasium. The space divided up on a percentage basis is rated as follows: Corridors and stairs, 21.8; locker room and wardrobes, 4.41; toilet rooms, 1.6; office and storage, 9.8; physical education, 10.3; playroom, 3.7; art and music, 3.9; science laboratory, 1.8; manual training, 9.7; domestic science, 3.6; study rooms, 2.9; auditorium, 4.6; class and recitation rooms, 14.9; boiler room and ventilating system, 7. Total 100 per cent.

The corridors are all fireproof as are the stairs and the auditorium. Toilets are placed on all floors. Forced heat is employed as well as forced ventilation, recirculated. Coal pockets are placed on the outside. All windows are metal. The "Chicago" type of wardrobes is used.

The total building cost amounts to \$935,000. The total cubic footage is 2,295,681; the cost per cubic foot, 40 7/10 cents, or \$530 per pupil. The total cost of the school, including ground and equipment is estimated at \$1,030,000.

The architects are Messrs. J. D. Leland & Co., of Boston.

THE BROAD STREET SCHOOL

The elementary school building in the modest home neighborhood of the small city affords an opportunity for architectural expression which is very generally neglected by architects and school authorities. The feeling that anything will do results in extremely poor specimens of schoolhouse designing and planning in localities where the school building is the largest and most important structure and where it might serve as a dignified, yet simple expression of the value of education and of the strength and permanency of our democratic state.

The Broad Street school at Hudson, Mass., has been designed to serve a district of modest homes. The architects have made a decidedly successful effort to provide not only the necessary school accommodations, but to garb them in a simple, dignified design in which the general mass and proportions and the carefully selected materials provide much of the architectural effect.

The building was begun in the spring of 1924 and completed at the end of that year. It is of the one-story type with a small basement for the boiler and ventilating apparatus only. The foundation and underpinnings are of concrete.

The walls up to the roof plate are of water-struck brick backed up with structural terra-cotta tile. The floor, the roof, and the interior partitions are of wood construction. The plaster is applied directly to the outside walls, and the ceilings are metal lathed while the interior walls are wood lathed. The toilets are of the heavy-duty school type, with partitions of slate.

The building is provided with steam, direct and indirect gravity heat, and ventilation. The exhaust is through the cupola.

The building contains six classrooms, boys' and girls' toilets, a teachers' room, a storeroom, and the necessary connecting corridors. The cost was \$74,346, of which \$55,528 was spent for general construction, \$9,244 for heating and ventilation, \$4,196 for plumbing, \$1,194 for electrical work and \$4,183 for architects' and engineers' fees. The unit cost of the structure was 30.7 cents per cubic foot.

The architect was Mr. J. D. Leland of Boston.

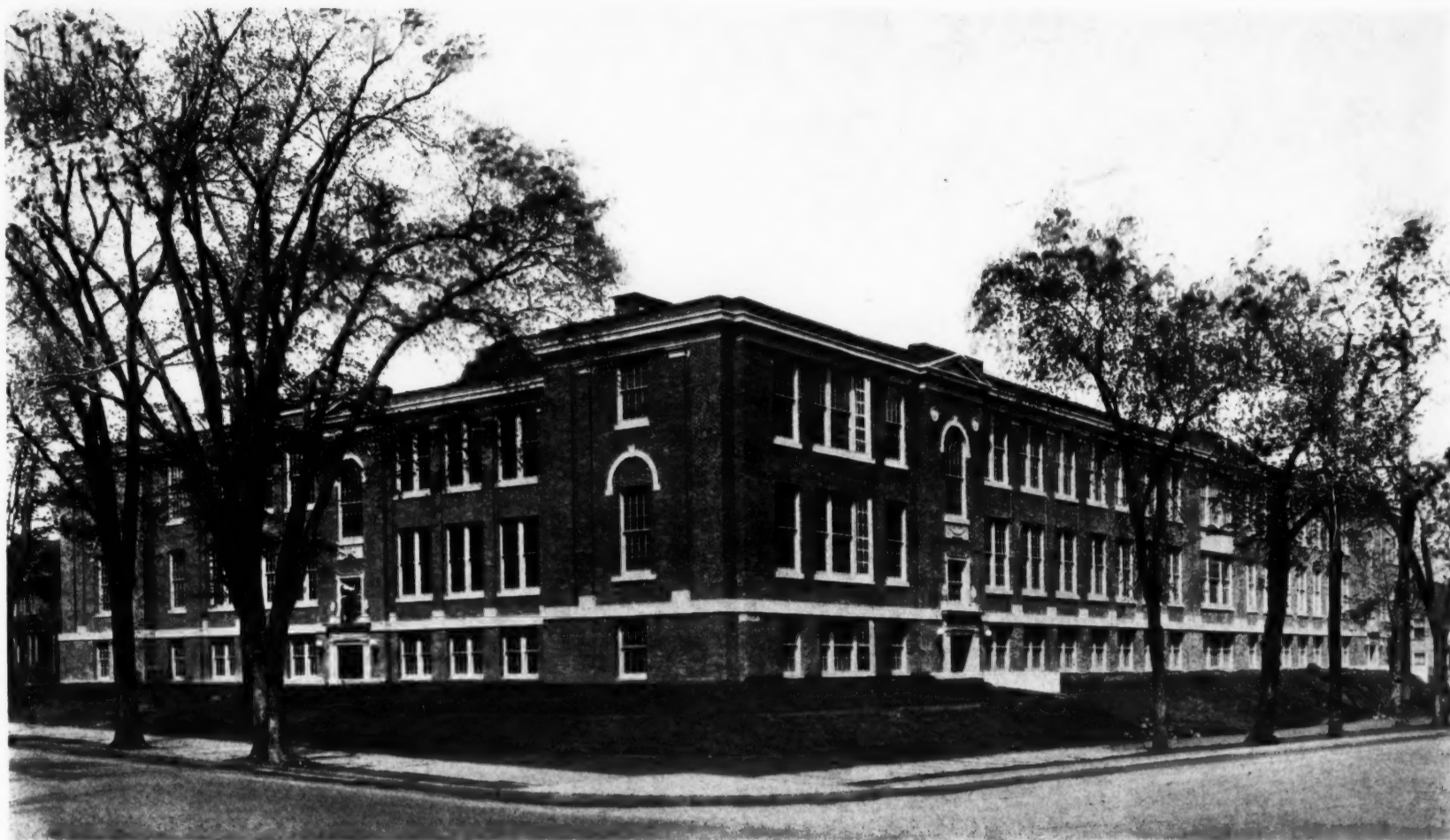
CARING FOR OFFICIAL RECORDS

It is not at all an uncommon thing in rural schools to find the records of the district at the schoolhouse, many times scattered about in a slovenly manner as if they were really of no importance. Too often the directors feel that after a record has been filled in it has no further practical value, and consequently will not give it the proper care and protection. They evidently overlook the fact that some state or county official may require of them certain information that may be had only by a reference to the record which has been discarded. Then, if it should happen that the record has been completely destroyed, annoying is their predicament.

When a teacher goes to the home of the clerk or secretary of the board, and asks to be permitted to see the register of last year's work but is advised that she will find it in the schoolhouse, she knows immediately in what condition she will find it. In the rural schools, which are broken into and burglarized many times during vacation, it would seem more proper if the clerk or some member of the board took the records with them for safekeeping at their homes. At any rate, this is usually done by the board of directors who take pride in keeping their records in neat, orderly arrangement. So care for the records entrusted to your keeping. It will help the teacher wonderfully at the beginning of the term to find that they have been cared for properly.—F. Y. H.



TYPICAL CLASSROOM AT THE BROAD STREET ELEMENTARY SCHOOL, HUDSON, MASS.
J. D. Leland & Co., Architects, Boston, Mass.



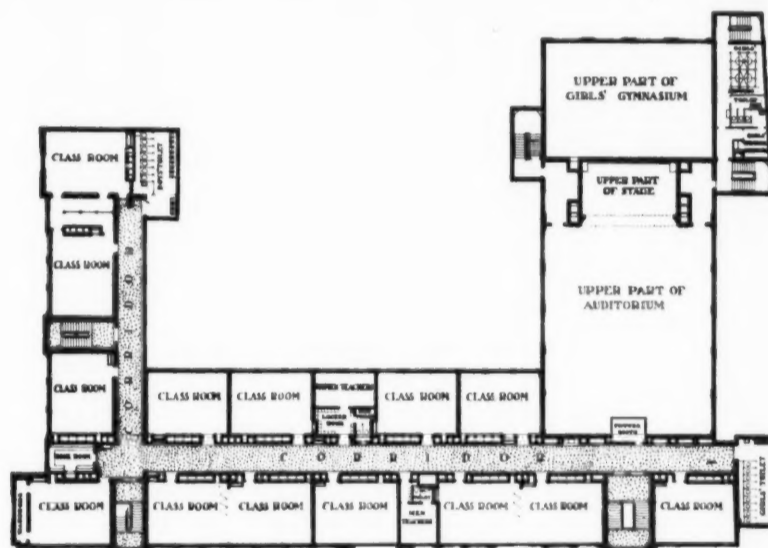
ALEXANDER HAMILTON JUNIOR HIGH SCHOOL No. 2,
ELIZABETH, N. J.

Kilham, Hopkins & Greeley, Architects,
Boston, Mass.

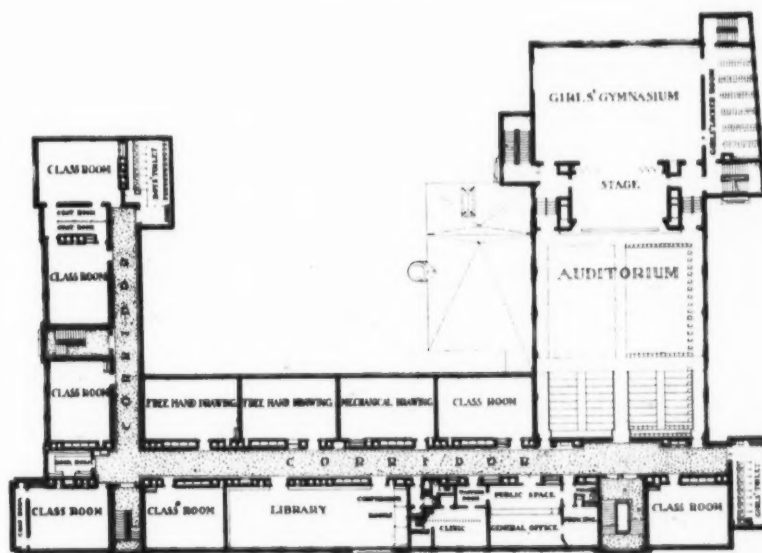


ENTRANCE DETAILS.

ALEXANDER HAMILTON JUNIOR HIGH SCHOOL No. 2, ELIZABETH, N. J.
Kilham, Hopkins & Greeley, Architects, Boston, Mass.



SECOND FLOOR PLAN



FIRST FLOOR PLAN



WYMAN SCHOOL,
WINCHESTER, MASS.

Kilham, Hopkins & Greeley, Architects,
Boston, Mass.

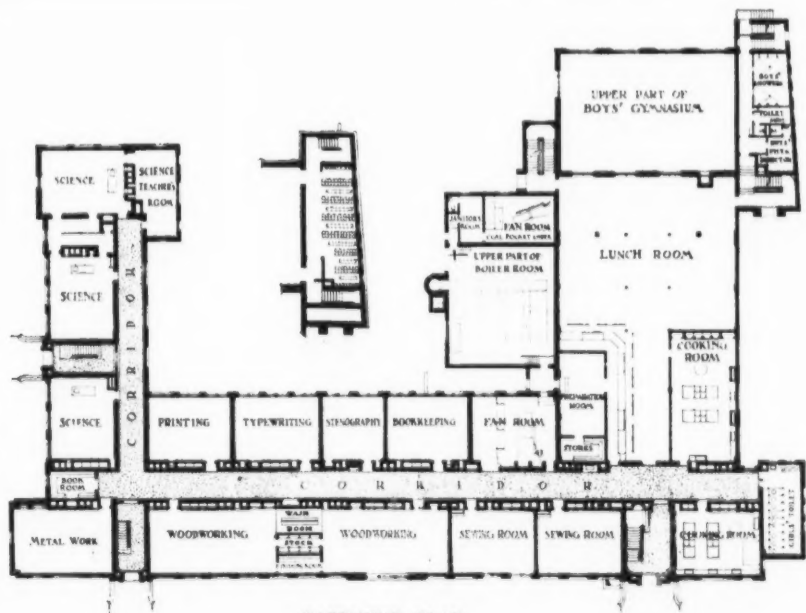


DETAILS OF
"PUBLIC" ENTRANCE
TO AUDITORIUM.
WYMAN SCHOOL.
WINCHESTER, MASS.

Kilham, Hopkins &
Greeley, Architects,
Boston, Mass.

THE NEW HIGH SCHOOL AT ELIZABETH

The location of the Alexander Hamilton Junior High School No. 2, erected at Elizabeth, N. J., presented a real problem. The plot is narrow and irregular. While the longest axis of the lot runs north and south, affording an east and west exposure for the classrooms, this long facade faces on a secondary street, and yet it was desired to present a good appearance on Westfield Avenue, a more important thoroughfare. The auditorium-and-gymnasium wing was located at the north end of the plot, extending
(Concluded on Page 160)



ALEXANDER HAMILTON JUNIOR HIGH SCHOOL No. 2, ELIZABETH, N. J.



LINCOLN CONSOLIDATED SCHOOL (AUGUSTA TOWNSHIP, WASHTENAW COUNTY), YPSILANTI, MICH.

Warren Holmes-Powers Co., Architects,
Lansing, Mich.

THE LINCOLN CONSOLIDATED SCHOOL

A splendid consolidated school building representing thirteen school districts has been erected in Augusta township, Washtenaw County, six miles south of Ypsilanti, Michigan, in a country of fine farms and fertile fields. The area included covers 68 square miles. At the same time it constitutes a normal training school allied with the state normal college. The school is located on a five-acre tract of land. It was erected at a cost of \$270,000, and is said to be, with one or two exceptions, the largest rural-training school in the world.

The corridor walls, ordinarily used only for support and for carrying flues, were in this building relieved of both these tasks. Support was carried by H-pier sections located at regular ten-foot intervals in the corridor wall, leaving the remainder of the area for educational purposes. The H-pier itself became the exhaust

air duct and otherwise unused corridor space above the ten-foot ceiling carried the fresh-air flues. Without the expense, therefore, of building thicker walls, lockers were built in the corridors, drinking fountains were set in and out of the way, and exhibit cases for pupils' work were carefully provided.

On the corridor side of the classrooms this economy and foresight in construction made it possible to devote the entire length of bookcases, filing equipment, coatrooms, and closets built in flush with the walls. In order to make available the best lighted schoolroom area—that near the windows—usually used for the parking of radiators, radiation was placed flush with the corridor walls in the fresh-air flues.

The genius of modern school construction, however, was no more clearly evidenced than in coordinating the science of engineering to the housing and equipping of the working per-

sonnel. In this new order of school planning that seeks to translate school construction in terms of the school program, the counsel of professional factors made clear that rooms for kindergarten, grade, history, home economics, etc., not only demand different treatment, but that the task of the modern school architect is to interpret such educational requirements into scientific structural plans. Four walls do not constitute a classroom.

Rooms designed for vocational or scientific work in high-school classes are fitted with cases that accommodate themselves to the subject taught.

To illustrate: Each girl enrolled in home economics, stores her material in individual drawers kept in wall cases. On entering the room for classwork she removes the drawer from the case and fits it into the drawer opening of the table. Cases designed for bookkeeping



SEWING ROOM AND SCIENCE ROOM AT THE LINCOLN CONSOLIDATED SCHOOL, YPSILANTI, MICH.



M. S. PITTMAN,
Director of Rural Education, Michigan State
Normal School, Ypsilanti, Mich.

classes, physics, chemistry, agriculture, mechanical drawing, etc., similarly adapt themselves to school service.

An interesting departure from the ordinary plan of heating and ventilating school buildings and one that has been designed for higher efficiency in ventilation and greater economy in installation and fuel costs has been secured by placing a small radiator, 16" square, in each of the fresh-air inlets, flush with the inside classroom wall. The air for ventilation is heated to 70° by steam coils at the fan and carried by



FOURTH GRADE ROOM AT THE LINCOLN CONSOLIDATED SCHOOL, YPSILANTI, MICH.

metal ducts to the ventilating radiators, which are under temperature control and supply just enough additional heat to counterbalance the heat losses through the walls and glass in the rooms.

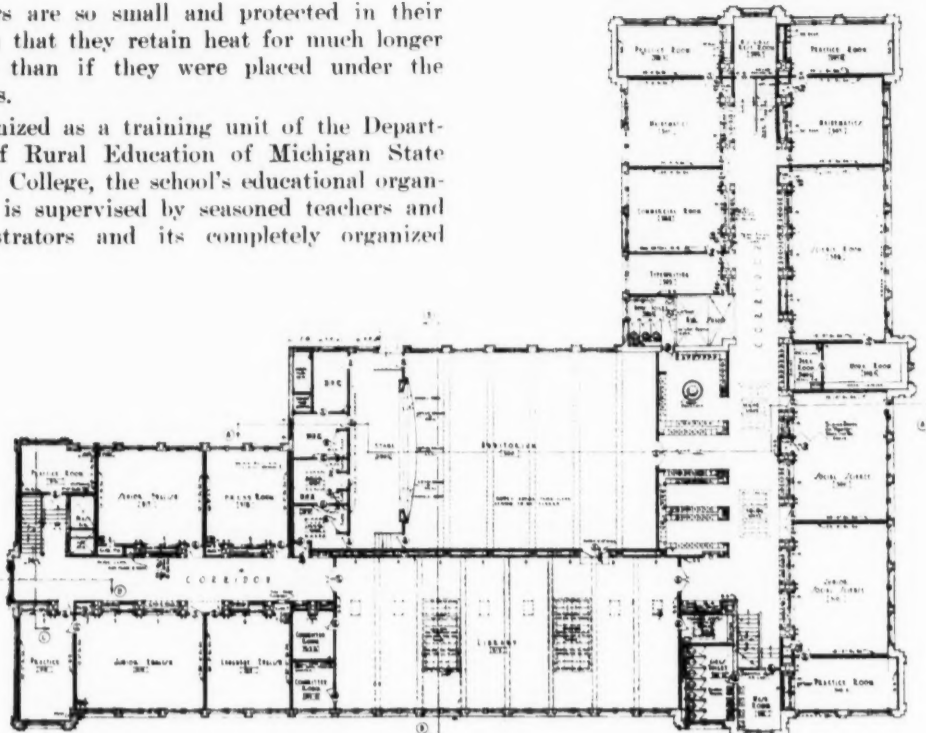
By placing the one fresh-air inlet in each structural unit or about ten feet apart, even and thorough air distribution is assured. The



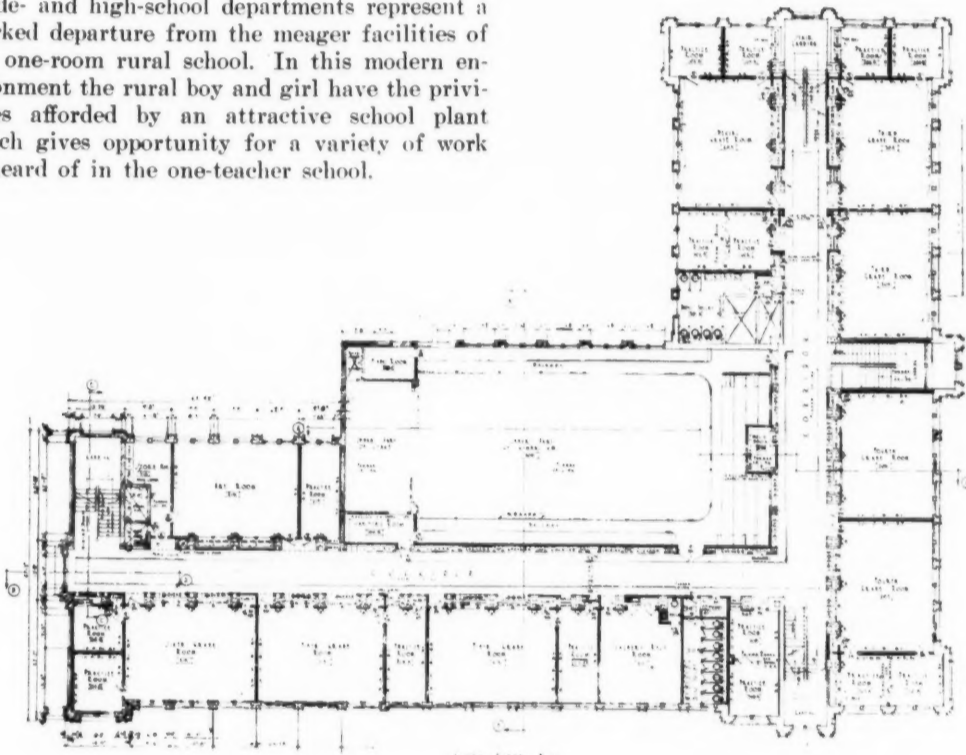
H. A. TAPE,
Principal of the Lincoln Consolidated School,
Ypsilanti, Mich.

radiators are so small and protected in their location that they retain heat for much longer periods than if they were placed under the windows.

Organized as a training unit of the Department of Rural Education of Michigan State Normal College, the school's educational organization is supervised by seasoned teachers and administrators and its completely organized

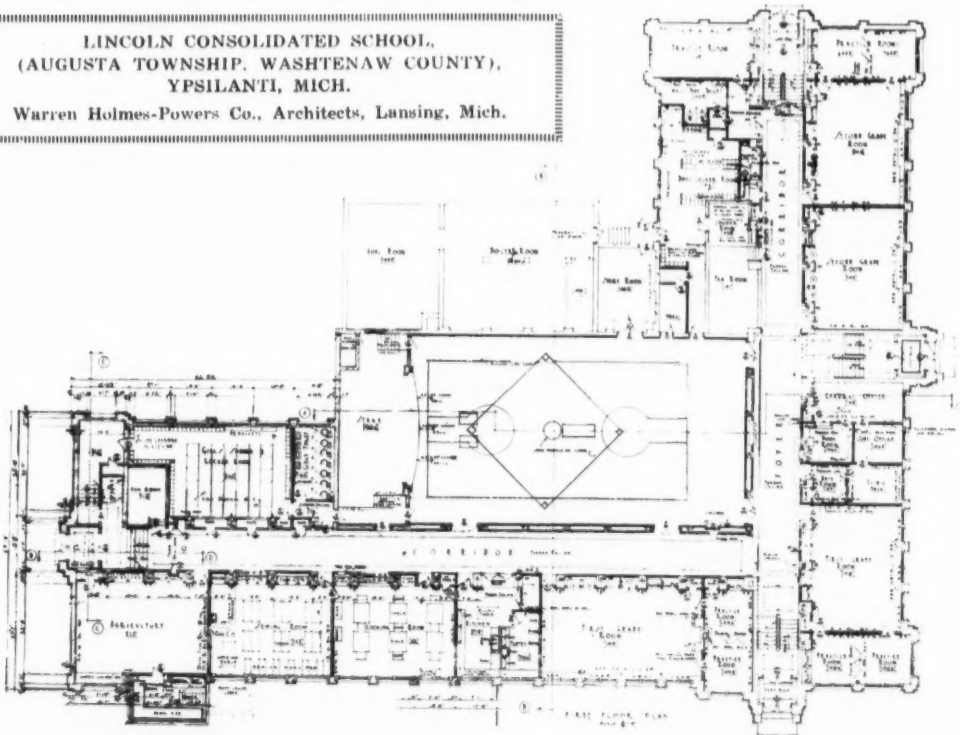


grade- and high-school departments represent a marked departure from the meager facilities of the one-room rural school. In this modern environment the rural boy and girl have the privileges afforded by an attractive school plant which gives opportunity for a variety of work unheard of in the one-teacher school.



LINCOLN CONSOLIDATED SCHOOL,
(AUGUSTA TOWNSHIP, WASHTENAW COUNTY),
YPSILANTI, MICH.

Warren Holmes-Powers Co., Architects, Lansing, Mich.



The Administration of School-Building Programs

Types of Organization Used by Cities, Costs of Construction, and Overhead Costs

Osman R. Hull, Ph.D., Associate Professor of Education, University of Southern California, Los Angeles

The findings of this study have been based on an examination of the administration of school-building programs in 103 cities of thirty thousand population or over in 33 states, \$472,802,662 expenditures for new school buildings, and 1,082 school buildings. The study considers (1) the responsibility within the organization for the several steps in the planning and construction of school buildings, (2) the per cent overhead cost of construction as represented by the cost of architectural service, engineering, and supervision, and (3) the unit cost of construction in terms of cost per cubic foot, cost per pupil, and cost per room.

Typical Plans of Organization

Five typical plans of organization are used in these cities. The essential difference between these types of organization is in the position and responsibility of the architect in the development of the plans and specifications, and in the supervision of the construction of the building he has designed. For convenience, these types have been designated as follows:

Type I. The architect prepares the plans and specifications from suggestions made by the board of education and staff, and supervises the construction of the building he has planned.

Type II. The architect prepares the plans and specifications from preliminary sketches and suggestions made by a supervising architect in the regular employ of the board of education. The building architect then supervises the construction of the building under the general direction of the supervising architect.

Type III. A building architect is employed on a commission for each building, and prepares plans from standard schedules of rooms, room layouts, and specifications provided by a school-housing department. After the plans for the building are adopted, the supervision of construction is handled entirely by the department, the project architect being called in only for conference.

Type IV. All plans and specifications are prepared within the department, which includes a full-time staff of architects, engineers, draftsmen, and inspectors in the regular employ of the board of education. This department also supervises all construction.

Type V. The architects of the city form an association for the purpose of cooperating with the board of education in the construction of school buildings. The board of education enters into a contract with the association, and pays the association the commission. The association assigns the preparation of plans to its members, and assumes responsibility for the supervision of construction.

All of the above plans of organization permit of the establishment by the board of education of a check by expert structural engineers, heating and ventilating engineers, and educational specialists in school planning.

Costs of Construction

The costs of school-building construction, as determined for each of the five types of administrative organization, are shown in the following charts. Charts 1 to 4 show graphically the costs of school-building construction, indicating what it would have cost to construct the buildings considered in this study, under the 1923 scale of prices. Chart 5 (map) shows the geographical distribution of the five types of organization, and Chart 6 shows the indices of building costs for the years 1913 to 1923 inclusive.

Desirable Types of Organization

Other observations made in connection with the study of school-building program administration indicate two types as perhaps the most desirable forms of organization from the point of view of educational administration. Organization Type I is used by more cities than any other type, and is particularly adapted to those cities with an occasional building program. It permits of the selection of a few of the best architects with experience in school-building construction, the expense is definite and on a fee basis, and adequate school-housing standards can be assured by employing a man specially trained and experienced in school building as a member of the staff of the superintendent of instruction, or by engaging the services of a school-housing expert from a university department of education where a special study is being made of school-building programs.

The organization plan of Type III is used by a number of cities which have a continuous building program. This plan has the advantage of permitting a wide selection of architects by a school-housing department, and the establishment by this department of standards of school-building construction, by conserving the best contributions of the individual architects and at the same time eliminating the undesirable elements discovered by continued experience. This service is accomplished without maintaining an extensive architectural and drafting department for the preparation of plans. Architects do not favor this plan of organization because it deprives them of the opportunity of supervising the construction of the building they have planned. However, the supervision of construction by a school-housing department appears to be justified on two grounds: (1) the familiarity of a trained department staff with the standards of construction desired by the school system, and (2) the low cost of supervision by the department.

Other Types of Organization Reviewed

The Type II or supervising-architect-plan of organization has proved satisfactory when headed by an experienced and progressive school architect, but is used in only a few cities and may be considered a compromise between Type I and Type III. The Type V, or association-of-architects form of organization, has been used in only two cities and is not considered satisfactory because of the difficulty of placing responsibility.

The chief claim of the Type IV, or full building-department form of organization is its low overhead cost of operation and the development of definite standards of schoolhouse construction. The latter feature becomes undesirable, however, when under the pressure of demands for economy and rush orders for new buildings to relieve overcrowded schools, standard plans and specifications are merely duplicated without an adequate study being made of the educational demands that will be made upon the new building. Standard plans and specifications are used to advantage when a number of buildings for the same kind of schoolwork are being erected simultaneously, but the practice easily becomes a tradition difficult to overcome when new developments in the educational program require changes in schoolhouse construction.

Conclusions

1. Increasing school enrollment, increasing expenditures for education, and high costs of construction require that careful consideration be given to the administration of school-building programs.
2. The rapid development and expansion of the modern educational program presents educational demands on the school plant which require that the preparation of school-building plans shall be under the general direction of the superintendent of instruction.
3. Present laws regulating the approval of school-building plans and specifications, and the employment of architects are inadequate.
4. Economies in building expenditures are more readily realized by the adequate control of those elements of planning and management that determine building costs than by curtailing overhead expenditures for administration.
5. Expenditures for expert educational or engineering service are insignificant from the standpoint of cost, in comparison with the variations in construction costs due to inefficient and unscientific planning.
6. The overhead cost under Type I is moderate, and only under organization Type III is the cost of construction lower than in Type I.
7. Under Type III the overhead cost is lower than the median cost, and the cost of construction is lower than for any other type.

Recommendations

1. The Type I plan of organization with the architect responsible until the completion of his

(Continued on Page 159)

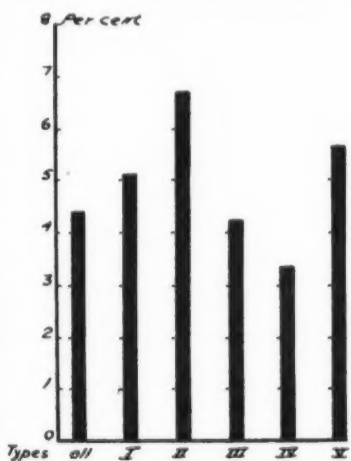


CHART 1. PER CENT OVERHEAD COST OF CONSTRUCTION—MEAN FOR ALL TYPES 4.38 PER CENT.

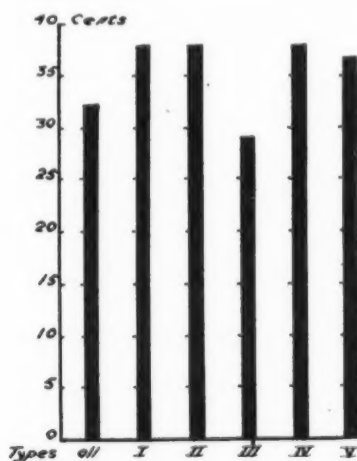


CHART 2. CONSTRUCTION COST PER CUBIC FOOT 1923 BASIS—MEAN FOR ALL TYPES \$36.

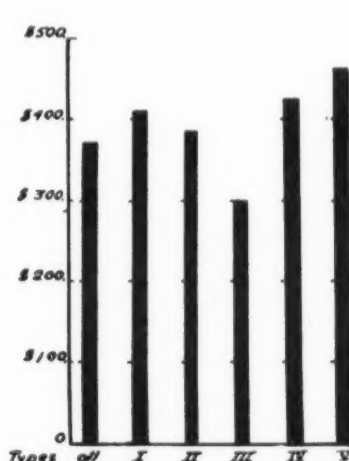


CHART 3. CONSTRUCTION COST PER PUPIL 1923 BASIS—MEAN FOR ALL TYPES \$392.

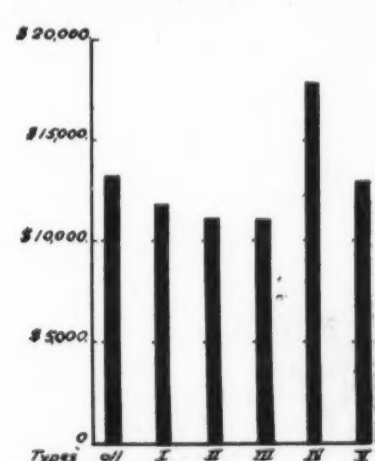


CHART 4. CONSTRUCTION COST PER ROOM 1923 BASIS—MEAN FOR ALL TYPES \$13,246.



THE AMERICAN School Board Journal

WM. GEO. BRUCE } EDITORS
WM. C. BRUCE }

EDITORIAL

SCHOOL ADMINISTRATION AND PUBLIC OPINION

The administration of the public schools is a public business in which every taxpayer has a right to know how and where his money is being expended. More than that, the taxpayer is entitled to know what the school authorities are doing and what policies they employ in the government of the schools.

The public is primarily concerned in the standards of efficiency that are being maintained, and the results which the schools from time to time achieve. If departures are engaged in which threaten to undermine such standards and results, the public takes it upon itself to demand an explanation. When such a situation arises, the school authorities must lay their cards on the table.

In brief, there are times when it is not enough to tell the public that such and such has been done, but also to explain why it has been done. The assumption must be that a board of education engages in no important departure without having sound reasons for engaging in the same. Secret committee or board sessions may, under certain conditions, be wholly justifiable, but when it comes to certain conclusions involving important financial or administrative considerations, the causes that have led to them, cannot well be withheld from public knowledge.

This question has been simultaneously raised in four American cities in a somewhat striking manner. In each of these cities the board of education has voted to drop the superintendent of schools without giving adequate reasons to the public for its action. In each instance the press has denounced the school authorities not only for what it believed to be an unwarranted procedure, but more particularly for refusing to afford an explanation to which the public is entitled.

Conditions may arise where it is expedient to engage in the removal of a school superintendent, principal, or teacher with the least amount of hubbub and publicity. Sometimes official silence is intended to protect the professional prestige and future of those removed. Again, it may mean that the questions of morality and discipline may be involved, and that the school authorities by refusing to speak want to protect the community against a scandal and its evil effects upon a pupil constituency.

At Newark, New Jersey, Supt. David B. Corson has been told by the board of education that his contract would not be renewed. Being an educator of unquestioned character and ability, the press and public have asked the cause of his removal, but no explanation further than that he had reached the retirement age has been offered. In comment upon this course, the *Newark Star-Eagle* said:

Not an intimation of mental incapacity or of physical disability has been offered regarding an official in the full flower of capacity. Conforming to the style of government they have given the

city's schools, the majority members merely stand stolidly by their action, like wittlings caught in mischievous trickeries, unable to explain.

Lacking excuse and lacking courage to confess error, they have been compelled to remain silent, because they also lack an explanation justifiable to the people to whom they are responsible. However, they may find reason for reply at the meeting of the board tomorrow night, when protestants plan to demand explanation.

At Indianapolis, Indiana, Supt. E. U. Graff, who has served that city since 1917, and who has made an enviable record as an educator, has been voted out. The *Indianapolis Star* in discussing the action of the board of education, says:

There has been no charge of any kind preferred against him. He is neither accused nor suspected of incompetence or failure in the faithful performance of his duties. Mr. Graff has served the public well, and not only he but the people of the city are entitled to a square deal from the majority faction of the school board.

The commissioners have given no good excuse for their reported proposal to get rid of Mr. Graff. They must understand that intelligent citizens know such action would not be undertaken without some reason. If the commissioners have anything that would justify such action they should not hesitate to come out in the open with it. If they have no defensible cause and continue to maintain an attitude of silent indifference to prevailing sentiment, they can not blame the people for forming their own opinions or giving credence to some of the rumors that are none too complimentary to the majority faction of the board.

The peremptory removal of Supt. J. O. Engleman from the Terre Haute, Indiana, schools was discussed in these columns last month. A report comes to us from Manitowoc, Wisconsin, to the effect that Supt. E. W. Waite, a \$5,000 man, had been notified that his contract would not be renewed. Neither he or the public press were given the reasons for this action.

The question which arises here is whether the school authorities, in the four instances mentioned, were warranted in making the removals, and if so, whether the reasons for making them can consistently be withheld from the public. The answer must be that the public has a full right to know whether the removal was based upon incompatibility between board and executive, upon a difference in administrative policies, or sheer incompetence or unfitness.

There can be but one excuse for remaining silent on the subject and that excuse must be based upon the thought that professional prestige of the superintendent would be injured if the true facts were given out. But, even here silence may add insult to injury in that the retiring superintendent may be placed through that silence under a far more serious suspicion than the mere matter of incompatibility.

It remains to be said that the prestige of a board of education is something fully as important as that of the superintendent. The protection of that prestige primarily demands frankness with the public—a frankness which must be manifested with a due regard for the disciplinary well-being of the school system as a whole, and a proper regard for the rights and prerogatives of the professional worker.

A BOARD OF EDUCATION BORN IN STRESS AND STORM

There are perhaps few instances in the history of school-administrative effort in this country where members of a board of education were chosen under more vexatious circumstances than was done in Chicago recently. Four persons were named by the mayor subject to confirmation by the city council.

This august body wrangled for three months over the appointments, delegating a committee to investigate the character and past records of the several appointees. These were invited to appear before an aldermanic committee and subjected to an inquisitorial examination as to just where they stood on this, that, and every other question relating to the school system. In brief,

the committee rather than the mayor, who made the appointments, presumed to shoulder the responsibility of creating a board of education. Three appointees responded; the fourth declined. The candidates were guarded in their answer, and the examination resulted in a fiasco.

The immediate effect of this proceeding was to divide the council into "for and against" groups, and to develop the question of ratification into a political issue. The appointments had been submitted by Mayor Dever. A former mayor, William Hale Thompson, is a candidate for the mayoralty against Dever. His slogan, "Clean out the un-American school board," was intended to defeat the appointees. The fight was led by the Teachers' Federation.

After a stormy session, in which strong language was used and every appointee was attacked, the city council confirmed the nominees by a vote of 28 to 11. The result was deemed a distinct victory for Mayor Dever, and one which took considerable wind out of the mayoralty campaign of William Hale Thompson. The new members of the Chicago board of education who went through the ordeal are Charles J. Vopicka, former U. S. minister to the Balkans; Walter J. Raymer, a banker and former alderman, and Dr. Otto L. Schmidt, physician and head of the Chicago Historical Society. Mrs. W. S. Hefner was reappointed. All four members are of high character and standing as citizens.

Thus, is pictured a most distressing school-administrative situation. One of the largest cities of the United States, splendid in trade, commerce, and finance, supposed to have a model system of school government, is afflicted with all the political ills likely to hinder popular education—ills which the rest of the American cities have long eliminated. The tendency of the smaller units of population is to look to the larger for guidance in matters educational. No city can well afford to emulate Chicago's antiquated method of creating a board of education.

It will indeed require men and women of the super type to stand courageously in face of animosities and vexatious opposition for the things that will make for an efficient school system.

SCHOOL LEGISLATION AND THE EDUCATOR-LOBBYIST

The several state legislative mills are grinding assiduously and the number of school bills that have gone into the hopper is larger than usual. The list of amendments to the school laws, many of them dealing with minor changes in the local administrative machinery, is a long one.

In the eastern states, boards of education are struggling against city-council domination, and teachers are seeking better compensation. In the mid-west the county unit of school government seeks to replace the district system, and secure a more adequate school support. In the far west a similar struggle is on. Everywhere there is an effort to secure a distribution of state school funds whereby the poorer district will secure an equal break with the richer district.

The several state teachers' associations maintain legislative committees whose duty it is to make a study of school laws and to appear before legislatures to propose and defend desirable additions and amendments. Here and there school-board delegations have come before the lawmakers to ask for desired changes in the local administrative machinery.

The conscientious legislator who has a school bill under consideration is anxious to learn what his constituency back home says about it, and to get the viewpoint of educators best informed on the subject. He welcomes accurate and complete information, and the educator

must be equipped to supply it in a comprehensive and convincing manner.

Where this is done in a judicious and tactful manner, the relations between the lawmaker and schoolmaster become pleasant and helpful. Where gumshoeing, buttonholing and log-rolling are engaged in, disagreeable results may follow. A few years ago a normal school president in a mid-west state, who had flitted in and about the legislative halls in behalf of school measures, was ordered by the governor to "go home and run his school rather than try to run the legislature."

Recently the secretary of a state teachers' association was by a unanimous vote barred from the senate chamber of the legislature of a western state. A prominent city superintendent of schools was soundly criticized for his activities around the legislative halls. The lawmakers resented the manner and methods of these zealous schoolmen.

These things in nowise argue that educators ought not to seek the enactment of desirable school laws. The legislators may have been unnecessarily sensitive and irritable and entirely unwarranted in their resentment of a school lobby. But, the fact remains that the activities of those who wish to deal with a lawmaking body must be kept within lines of discretion. The legislator, who dwells upon his prestige and prerogatives, wants to be advised and informed, but will resent anything that looks like coercion.

The schoolmaster ought to be exceptionally well equipped in the exercise of tactful approach, or at least in that approach which applies to intelligent men. He may not know the manner and means of dealing with a body of politicians, but if he desires to make progress in school legislation he must know men and methods and get down to their levels as far as honor as well as ethics will permit.

To rub the legislator the wrong way can in the end only mean the defeat of the schoolmaster's project. In fact, desirable legislation is sometimes lost because the elements of person and prerogative have been overlooked. The rupture usually occurs where one or the other side, in the heat and contest of the hour, has forgotten the proprieties of the situation and yielded to the indiscreet word or action.

The educator who is earnest and zealous in bringing about better conditions in the field of popular education usually has his cause well in hand, urges the same with clearness and conviction, and is gladly heard in the halls of legislation. He holds to the thought that a respectful presentation of his case and cause at the proper time and place will be more effective than a campaign of buttonholing and gumshoeing tactics.

EDUCATIONAL TRAVELING EXPENSES AND ADMINISTRATIVE POLICIES

The law of Massachusetts provides that school officials may travel within that state on educational missions and pay the cost of such travel out of the public funds. The law, however, does not permit the payment of expenses incurred in traveling outside of the state. A bill to legalize such expenditures was recently defeated by the Massachusetts legislature.

The general public does not look with favor upon paying the traveling expenses of public officials. It is inclined to regard them in the nature of pleasure junkets. There was a time when it was quite common for school-board committees and aldermanic delegations to visit other cities in order to secure information for some local project under consideration. But, the custom has declined. Instead of sending an official delegation to some distant city to inspect a modern school building, a new sewage or lighting system, the architect or engineer is

invited to come to the home city for a conference.

Quite a different situation arises when it becomes desirable to send the school executive to an educational convention held in a distant city. He is supposed to keep in touch with the educational progress of the day, and since the convention cannot come to him he must go to the convention. The inspiration which he brings home together with the ideas and suggestions that make for greater efficiency, usually are worth many times the actual expense involved.

It is not so much a question as to whether a school superintendent wants or does not want to attend an important educational gathering, as it is a question of making such attendance a part of his official duties. In either event, it is the duty of the school system that sends him, and thereby receives the benefits which the convention confers, to pay his expenses which are incurred.

Travel has its pleasure side as well as its hardships, but the busy school executive does not, as a rule, care to attend an educational convention which has its strenuous phases, unless he is actuated by a fine professional spirit. The wisdom of sending a school superintendent to a national or state educational convention, and paying the expense incurred thereby out of the public treasury is no longer questioned. The practice has been accepted by boards of education throughout the whole country.

A MODEL SCHOOL-BOND LAW

"Taxpayers and public officials throughout the United States are giving more and more attention to the subject of bond issues. For what purposes shall our cities, counties, school districts, and other political units be authorized to borrow money; what shall be the term of the bonds; what types of bonds shall be issued;

what provision shall be made for advertising, for sale and for retirement? These and other fundamental questions must be considered and answered by every municipality, and a sound and conservative procedure will mean a maximum of economy to the taxpayers."

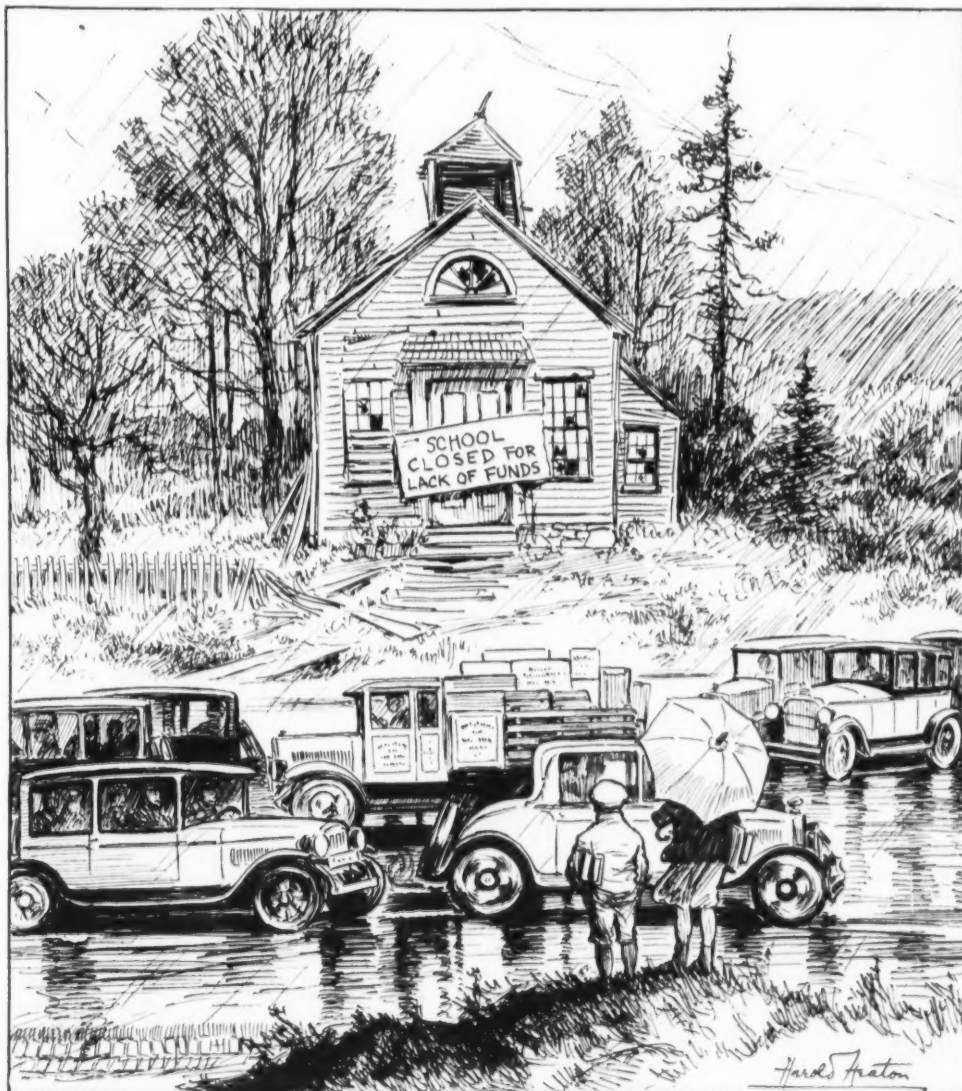
This is the introductory paragraph to a study which provides a model bond law made by the Committee of Municipal Borrowings headed by Carl H. Pforzheimer, a bond expert of New York. While the study deals with general municipal bond issues, it covers school-bond issues as well. In summarizing the essential conditions the caution is made that "the term of the bonds shall not exceed the probable life of the property or improvement acquired. Bonds may be issued to pay for permanent improvements, including improvements the ultimate cost of which is to be locally assessed against the property benefited. Bonds to meet current expenses are forbidden."

It also contends that bonds shall not be issued unless authorized by a two-thirds' vote of the local constituency. The bond ordinance should contain a complete statement of the debt condition of the municipality. The model law also prescribes that:

"Only serial bonds shall be issued, but provision is made by which the so-called serial annuity plan may be followed. Under this latter arrangement it is possible to so arrange the maturities that the sum of principal and interest issued each year shall be the same throughout the life of the bonds.

"Sufficient taxes must be levied, or other revenues provided, to pay the bonds at their maturity.

An outline of a law that contains every essential phase of the bond-issue question has been provided by the National Municipal League, 261 Broadway, New York City, N. Y.



GOOD ROADS VERSUS SCHOOLHOUSES.

The Objectives of Normal Schools

J. C. West, Superintendent, Bemidji, Minn.

It is presumed that teachers' colleges, normal schools, and other teacher-training institutions have before them the generally accepted objective of training teachers for public schools. In many states this objective is a matter of organic act or statute.

The term "public school" is, however, rather comprehensive. It includes the whole public-school structure, of which city schools, rural schools, consolidated schools, high schools, grade schools, and ward schools are component parts. Any conception of a public-school system not having these elements implied is open to question, if not unfavorable criticism. A glance at the advertising matter of many teacher-training schools seems to indicate that some such erroneous conception obtains.

It may also be assumed that in training teachers for public schools the welfare of the public-school system should be at the front, and the welfare of young men and women students should be a secondary consideration. Catalogs, news items, and public addresses seem to reverse this order and appeal to the individual, picturing the benefits to them coming from attendance at this or that college or normal school. The statement that advantage to the prospective teacher must and will result in advantage to the school is not conclusive. Benefit to the school system becomes a by-product.

Again, there seems to be evidence pointing to the fact that teacher-training institutions overlook or neglect the interests of the rural and village school. Normal schools advertise the advent of their graduates into large systems or high-salaried positions. Recommendation committees keep their eyes on the system that will confer benefits on their graduates. They go so far as to urge schools in other states to employ their product. Increased enrollment and wider range seems to have displaced the idea of service to public schools as an objective. In other instances, normal schools seek to compete with colleges and universities in arranging courses of study and granting degrees that will enable their product to enter the high-school field.

In most states, two principles were in view when normal schools were organized. The first recognized the fact that normal schools are local or sectional institutions designed to meet a local or sectional demand. Hence, several centers were picked and normal schools located there. They attracted prospective teachers from near by, and returned trained teachers to that locality.

The second principle recognized the fact that certain classes of schools were unable to secure competent teachers. Normal schools were organized with a view of supplying this demand and affording equal opportunity to pupils in all schools.

In addition to the action of the normal schools themselves, two other items have contributed to the change of objective. One is the call of specialization which has resulted in the normal schools of some states turning their attention to this demand and dividing the field, one taking commercial education as a specialty, another the manual-training end, and so on through the list. The other item revolves around an increase in school population and teacher mortality through marriage. In many cases the slack thus created has been taken up by the establishment of high-school training departments and county normal schools.

Recent statistics lead one to believe that this so-called slack is about taken up, in the northern and western states, at least. People in general and state legislatures in particular are awaiting with interest the reaction of normal schools and teachers' colleges. Will they tend to adopt the interests of the village school and the rural schools, or will they seek the doubtful honor of entering the junior college and university field?

If one may make a prediction, he will probably be safe in stating that the teacher-training schools that are able to place before the legislatures and in their catalogs and other mediums in which they contact the public, facts showing that their graduates have gone into the rural schools and the village systems and are there giving good service, will not be disappointed when their appropriations are voted.

Meeting the Criticisms of Parents

Charles H. Chesley, East Barrington, N. H.

In my years of service upon rural school boards, I have had a good many parents come to me with criticisms in regard to teachers, pupils, or general school conditions. In meeting these criticisms, I have learned to be something of a diplomat.

Although we are well aware that such complaints seldom have any foundation worth serious consideration, yet the conscientious public official feels that grievances, even fancied, cannot be ignored with impunity.

At the age of 17 I accepted the job of teaching a rural school. That was before the days of the superintendent. The school board was the whole show. I went before a member of the board, was examined in the fundamentals and "passed." The job was mine, but the circumstance which made the cup bitter was the fact that two women teachers had been forced to "resign" because the big boys and girls could not be kept in order. I approached that little schoolhouse the first Monday in September with fear and trembling, but armed with a determination to run things for a short time, anyway. I would be the boss so long as I was there. The complication least to my liking was the fact that a member of the board, not the one who examined me, lived in the district. The attitude of this man toward the situation was uncertain,

I might say, vacillating; and I learned from subsequent experiences in that little school much that has been useful in later years in my dealings with criticisms of the teacher.

First, I always consider the teacher is in the right until I have positive proof to the contrary (even then I am mighty chary of admitting the fact) for nothing is more demoralizing to the future of the school than loss of prestige by the teacher. In the light of years of experience I can see how crude some of my disciplinary efforts were in that first teaching experience, but I have always believed that a little cooperation on the part of that school official would have made things easier for all concerned. I am strong, therefore, for upholding the teacher so long as he or she remains in that capacity.

In my early teaching experience I learned that it is a serious mistake to talk things over

THE IDEAL TEACHER

Occasionally one sees a teacher who so skillfully manipulates the elements of the teaching situation—the pupil's interests, the needs of the child and the larger community, significant subject-matter, her own radiant personality—that one can almost see the child being builded up into new knowledge and enriched character.—Guy M. Wilson, Boston University.

with a parent in the presence of a child. The pupil who gave me the most trouble was a girl about 14 years old. She would go home and tell her parents things which were absolutely untrue. Even after the confidence of all the other pupils had been won over, she remained incorrigible. At last it became necessary to resort to desperate means. I had talked with her parents, and the member of the school board; the attitude of everybody plainly indicated that it was my scrap and the parents openly hinted that I was the culprit and not the girl. I was about ready to throw up the job and go home, but I decided to stick two days more. I will not say just what means were used, but they would not be countenanced today. Anyway, the girl did not come to school the next day but her father did. I met him at the door and told him I would use him the same way I did the pupil, although I very much doubted my ability to do so. The bluff worked. I was invited to come over to supper after school and talk things over. I accepted, and Jennie came back to school and became a model pupil.

I finished that term, stayed for another, and was invited to return another year at an increase in salary. The point in all this is that the school official could have averted much of the trouble had he been frank with the parents. I also made the mistake of hearing the parents' story in the presence of the pupil. This was at the beginning and the girl was smart enough to understand that her parents believed everything she told them. Her powers of invention were little short of marvelous.

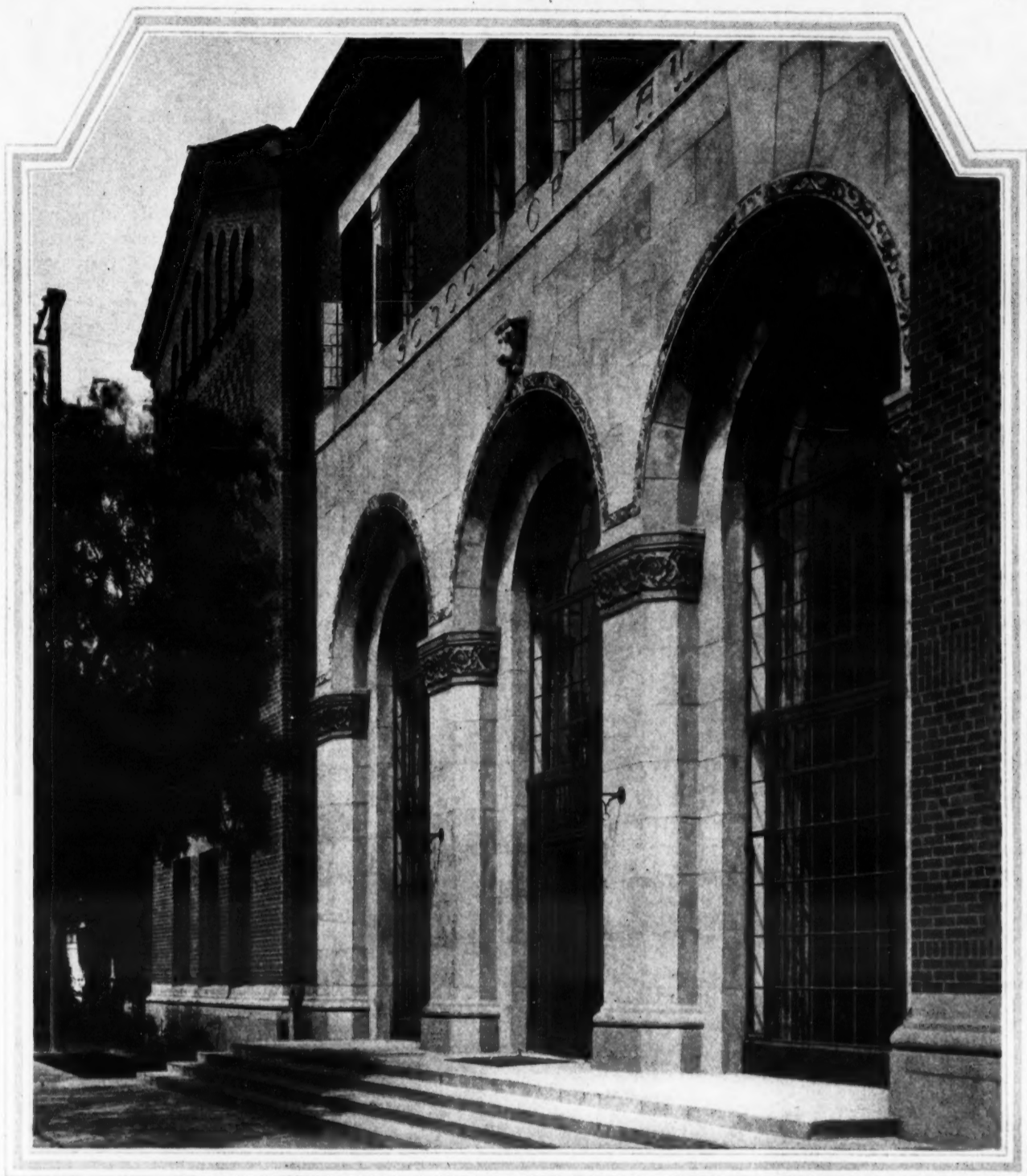
I have had a parent come to me with a pupil who had a real or fancied grievance. Neighbor John Smith and I have always been the best of friends. My very friendship required that I hear the story.

"Jimmy, tell Mr. C. what the teacher did to you," said Neighbor Smith. "Excuse me, Smith," said I, "but I am going to take Jimmie in the other room to hear his story." I heard the pupil's story then I sent him out and heard what Smith had to say. In several cases of this kind I have never failed to bring about an understanding. Once only it seemed that I had lost a friend. This man declared I was not doing my duty as a school official. He took his wife, his daughter, and his son-in-law to the next school meeting to vote against me; the only opposition. I ignored the matter and three years later the same quartet turned out to vote for me.

The official of the rural school is obliged to judge of many matters that never come to the ear of the city official at all. In spite of the fact that we now have superintendents, who are supposed to stand between the school and the official, we still have to listen to the criticisms of parents. The only child, "mamma's darling," is a perennial source of trouble. Another problem is the pupil who is backward. How strange it seems that parents cannot see the truth about their own children!

I have had few cases in which the public hearing has been resorted to. When no other means of settlement seems apparent, the suggestion that the parent and teacher come before the board and present both sides of the case is usually a good bluff to make the parent see the light.

Real criticism of teachers is growing less each year. Of course the idle gossip, which enlivens the life of rural communities, is always with us. We do find, however, that parents have learned to take a deeper interest in the welfare of the school. Public institutes and parent-teacher meetings are doing a good work. I believe, also, the election of school officials who have had teaching experience, has helped materially to a safer and saner cooperation in school matters.



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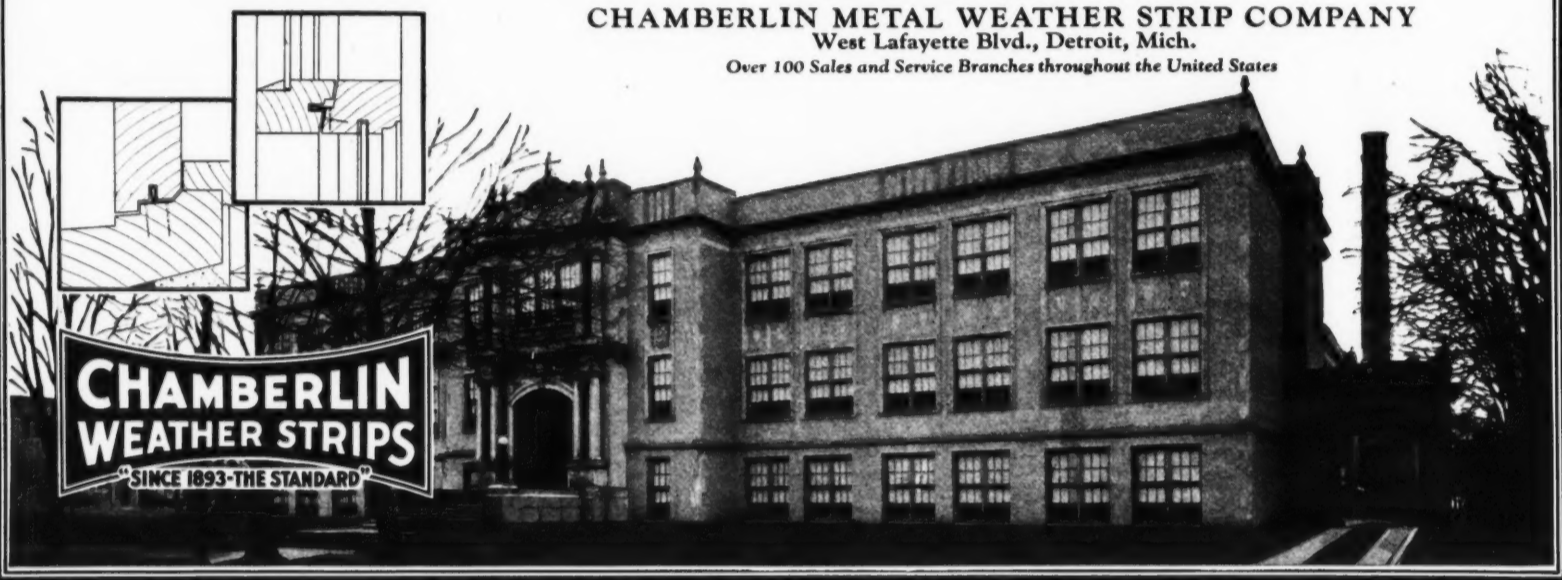
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SCHOOL LAW

School Lands and Funds

The New York education law, § 890, as renumbered by the New York laws of 1918, c. 252, § 6, providing that persons aggrieved by the action of the board of education may appeal to the commissioner of education, is held not to divest the courts of jurisdiction of suit to enjoin a bond issue.—*Brooks v. Wyman*, 217 N. Y. S. 751, 128 Misc. Reporter, 42, N. Y. Sup.

The Wisconsin statutes of 1925, § 40.16 (4), (e), making the state superintendent's decision as to character and sufficiency of school transportation final, does not confer on him authority to exercise judicial power so as to oust jurisdiction of the courts.—*Schaut v. Joint School Dist. No. 6, Town of Lena and Little River*, 210 Northwestern Reporter, 270, Wis.

Schools and School Districts

Under the Iowa code of 1924, §§ 4141, 4142, 4191, the failure of the voters in territory outside of an existing school district to approve a proposition for the establishment of a new independent district to include such outside territory, is held to defeat the establishment of a new district.—*State v. Van Peursem*, 210 Northwestern Reporter, 576, Iowa.

When a high school is organized, taxes levied, buildings constructed, teachers employed, and school conducted for nine months, acquiescence for such period estops the objectors to question the regularity of the organization proceedings.—*Olson v. Coalfield*, 210 Northwestern Reporter, 180, N. Dak.

School-District Government

Under the Colorado laws, §§ 8277, 8329, after failure to elect the president of the school-district board at the general election, the county superintendent is held not required to wait a reasonable time before making appointment, or if so required, to have done so. *People v. Nelson*, 250 Pacific Reporter, 386, Colo.

School officers can exercise only the powers expressly or by necessary implication granted to them.—*Stowell v. Prentiss*, 154 Northeastern Reporter, 120, 323, Ill. 309.

A resolution authorizing the installation of a bank savings-deposit system in schools is held not illegally adopted, though a member of the board voting affirmatively was an officer of the bank later selected to receive deposits.—*Security Nat. Bank of Mason City v. Bagley*, 210 Northwestern Reporter, 947, Iowa.

For a district officer to be or to become pecuniarily interested in the proceeds of the contract, in the letting of which he may have voted, constitutes "misconduct in office" (W. Va. code, c. 151, 16a).—*Kesling v. Moore*, 135 Southeastern Reporter 246, W. Va.

School-District Property

The grant of an acre "exclusively" for school purposes does not give the guarantee the right to drill an oil well on the premises.—*United Fuel Gas Co. v. Morley Oil & Gas Co.*, 135 Southeastern Reporter, 399, W. Va.

The West Virginia code of 1868, c. 45, §§ 5, 6, transferred to board of education only property which had been appropriated to school use, and did not give to the board of education any right to drill for oil on land conveyed after its enactment to the town for school purposes only.—*United Fuel Gas Co. v. Morley Oil & Gas Co.*, 135 Southeastern Reporter, 399, W. Va.

A salesman cannot recover against a school board, for furnishing to a member plans for a heating system never installed, without an agreement to pay.—*Spencer v. Board of Education of Murray City*, 250 Pacific Reporter, 392, Utah.

School-District Taxation

A board of education, being unauthorized to issue bonds for an amount of tax voted by a district meeting, could not issue a less amount without the submission of the question thereof to the taxpayers. (New York Education law, § 467, subd. 1, as amended by the New York laws of 1925, c. 102, § 1, and section 480, as amended by the laws of 1925, c. 102, § 2.)—*Brooks v. Wyman*, 217 N. Y. S. 751, 128 Misc. Reporter, 42, N. Y. S.

A school tax voted by a district meeting in a school district formed under the county-wide plan, is held valid, though a vote outside a special-charter district, which had ceased to exist, was not separately shown.—*Causey v. Guilford County*, 135 Southeastern Reporter, 40 N. C.

Where the territory of a former common-school district was detached from a community consoli-

dated-school district having a bonded indebtedness, and the joint board did not certify the tax required to pay such a debt, it is held that the levy and extension of a tax by the county clerk on the certificate of a board of community consolidated district was void. [Illinois School Law (laws of 1909, pp. 358, 360), § 59.]—*People v. Stoll*, 153 Northeastern Reporter, 385, 322 Ill. 286.

Provision, at the time, of issuance of community consolidated district bonds, for the collection of a direct annual tax, to discharge bonds, is held not to absolve a joint board of the duty of certifying a yearly tax, without which certificate the county clerk has no authority to extend the tax. (Illinois constitution, art. 9, § 12.)—*People v. Stoll*, 153 Northeastern Reporter, 385, 322, Ill. 286.

To authorize a bond election, it must appear that the sum is to be raised by tax levy (Kentucky statutes, §§ 4476, 4477, as amended and reenacted by the Kentucky acts of 1922, c. 8).—*Pulliam v. Board of Trustees of Bardstown Graded Common School Dist.*, 287 Southwestern Reporter, 735, 216 Ky. 266.

School-District Claims

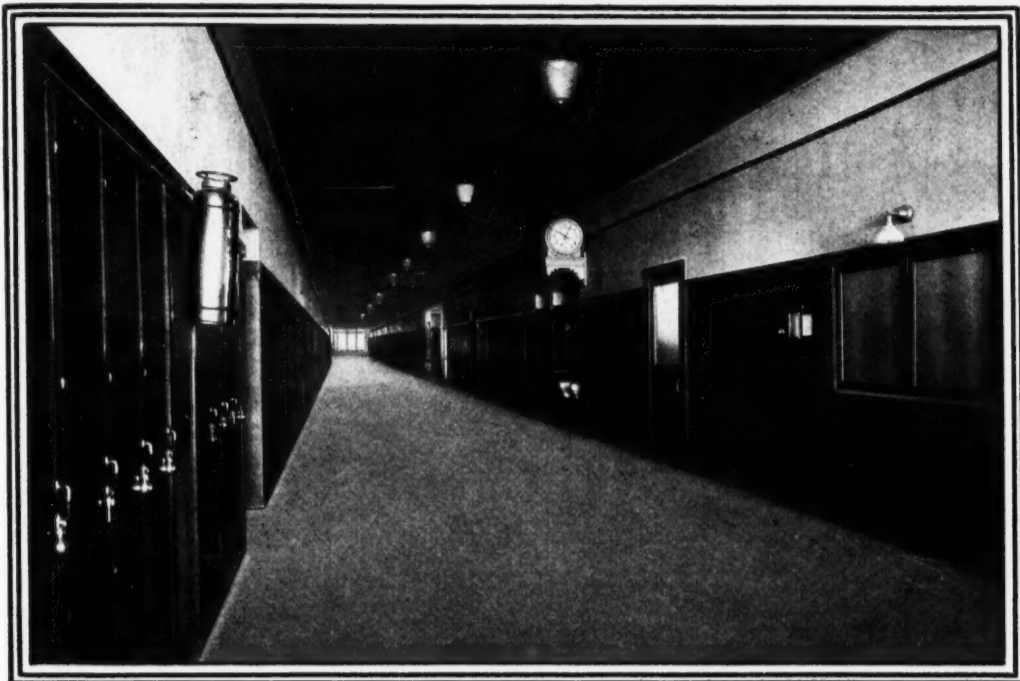
The school committee of a school district is held not a necessary party to a suit between a county board of education and county commissioners, and cannot be bound by a compromise resolution of the board and commissioners to provide funds to maintain county schools (C. S., §§ 5402, 5417).—*Board of Education of Sampson County v. Board of Commissioners of Sampson County*, 134 Southeastern Reporter, 852, N. C.

Teachers

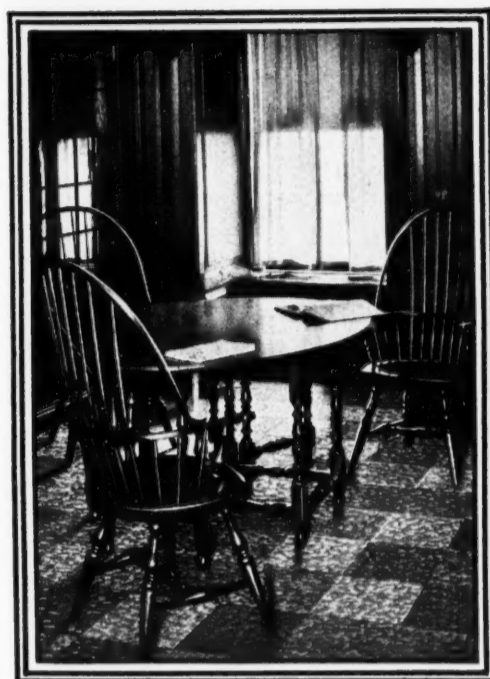
Under the statute empowering the voters at an annual school meeting to distribute the amount voted for school purposes as they shall deem proper in the payment of teachers' wages, they may effectively determine the number of teachers to be employed (Kansas revised statutes 72-406).—*State v. School Dist. No. 3 of Jackson County*, 249 Pacific Reporter, 594, 121 Kans. 573.

An order of the voters at an annual school-district meeting that three teachers shall be employed is not invalidated by the fact that this will involve an expenditure slightly in excess of the amount of the annual tax and the estimated revenue from other sources (Revised statutes of Kansas 72-406, 79-1937).—*State v. School Dist. No. 3 of Jackson County*, 249 Pacific Reporter, 594, 121 Kans. 573.

(Continued on Page 72)



RESTFUL QUIET



BUSINESS-LIKE EFFICIENCY AND ECONOMY

ILLUSTRATED on this page are three school interiors—from lowly corridor to imposing lobby in the Administration Building. Each requires quite a different type of equipment.

For instance, in the corridor illustrated above—in John Burroughs School, Detroit, Michigan—the floor merits particular attention. Thousands of scuffling feet grind in mud and slush during the winter—dust and gravel during the fall and spring. The corridor floor, even

more than any other floor in the school, should be built for heavy duty service as well as for quietness and economy.

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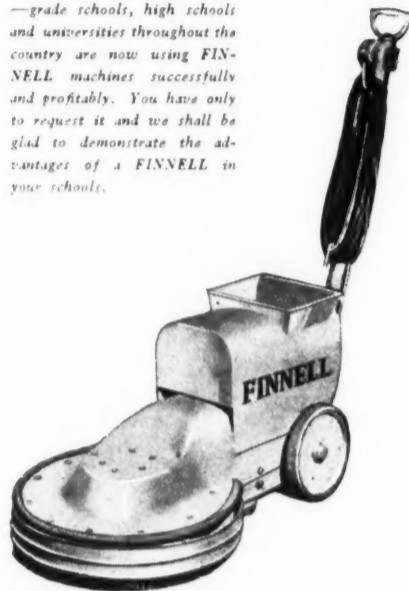
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(Continued from Page 70)

Pupils and Conduct of Schools

Under the New Hampshire laws of 1926, c. 123, § 1, a new certificate to excuse a child from vaccination may be required by the school officers whenever there is reasonable ground to believe that there may have been such change of conditions that the child is no longer "an unfit subject of vaccination."—Barber v. School Board of Rochester, 135 A. 159, N. H.

Under the New Hampshire laws of 1926, c. 123, § 1, a school board may require a new certificate excusing a child from vaccination whenever there is a reasonable ground to believe the child is no longer a fit subject for vaccination.—Barber v. School Board of Rochester, 135 A. 159, N. H.

The findings of a school board in demanding a certificate excusing a child from vaccination are conclusive, unless the complainant shows that there is a violation of the law.—Barber v. School Board of Rochester, 135 A. 159, N. H.

Where pleadings did not show the grounds for an action by the school board in demanding a new certificate to excuse the child from vaccination, the conclusion of the board stands until it appears that it violated some rule of the law.—Barber v. School Board of Rochester, 135 A. 159, N. H.

The New Hampshire laws of 1926, c. 118, §§ 1-6, penalizing the parents for failing to cause the child to attend, constitute a valid exercise of police power and are constitutional.—Barber v. School Board of Rochester, 135 A. 159, N. H.

LAW AND LEGISLATION

—Under a decision of the New Jersey Commissioner of Education, the board of education of Washington township is obligated to provide adequate school facilities and accommodations for pupils. Suit was brought by the appellant, Robert P. Smith, a resident of Washington township, to demand reimbursement from the board of education for money expended by him for his son's tuition at the Hackettstown High School for the school year 1925-1926, together with the payment of \$100 transportation allowance.

The commissioner ordered that the respondent, the board of education of Washington township, pay to the appellant the amount expended by him for tuition for the school year 1925-1926 at the Hackettstown High School, together with the sum

of \$100 as reimbursement for transportation expense incident to attendance at the school.

—The Virginia legislature has under consideration a bill which seeks to establish the county-school unit. The *Wheeling Intelligence* says: "At present West Virginia has 397 district boards of education doing the work that 55 should be able to accomplish easily. Here in Ohio county we have the spectacle of six boards, including six superintendents and six organizations. The combined salaries of the superintendents of Ohio county run over \$25,000 per annum. For half the amount, one of the best administrators of primary and secondary education in the country could be secured. In addition, Ohio county taxpayers bear many thousands of dollars of unnecessary expense every year in the maintenance of six separate offices and office personnel, six sets of records for the children of the same community, and six school plants operated according to the widely divergent, irresponsible, and often very costly, ideas of six different boards.

—The legislature of Missouri proposes to change the government of the schools from the district to the county system. The proposed change, according to a recent announcement of State Superintendent of Schools Charles A. Lee, will reduce the 9,242 separate districts at the present time to from 1,000 to 1,200 and will provide state aid to backward counties with the proper elementary and high-school facilities.

—The mayor of Medford, Mass., has petitioned the legislature to authorize the formation of a schoolhouse commission to be appointed by the mayor and confirmed by the board of aldermen. The school board by a vote of 5 to 1, decided to oppose the measure.

—A bill now before the California legislature seeks to make it compulsory on the part of boards of education to publish once a year a financial statement of the school system.

—The school boards of the state of Washington are being reminded that the law requires the daily display of the flag from the flagstaff of the schoolhouse. The law reads: "Every board of directors of the several school districts of this state shall procure a United States flag, which shall be replaced with a new one whenever the same becomes tattered, torn or faded, and shall cause said flag to be displayed upon or near each public school during school hours, except in unsuitable weather, and at such other times as to

said board may seem proper, and shall cause appropriate flag exercises to be held in every school at least once in each week at which exercises the pupils shall recite the following salute to the flag: 'I pledge allegiance to my flag and to the republic for which it stands. One nation indivisible with liberty and justice for all.' Failure to comply is followed by a fine of \$10.

—By a vote of 55 to 92, the Massachusetts legislature has refused to enact a law allowing boards of education to appropriate money to send representatives to conventions and conferences held outside of the state. "This junketing by officials and employees of cities and towns is just the thing we want to stop," said a representative. "Under this bill members of school committees could assign themselves to such junkets all over the country at the expense of the cities and towns. If the door is thus opened it will be only a short time when the employees of practically every other municipal department will demand the same right to junkets."

—A bill before the Massachusetts legislature seeks to increase the membership of the Boston school committee from five to nine members. Mr. Edward M. Sullivan, a member of the committee, holds that the present system vests too much power in a single individual.

—A bill has been introduced in the Texas legislature which provides for changes in the present textbook law. The bill prohibits the changing of any textbooks unless requested by three-fourths of the superintendents and principals of state schools, as would be indicated in answers to a questionnaire called for in the bill. There are approximately 12,000 superintendents and principals of common and independent school districts and county superintendents. The largest number ever replying to questions propounded by the state superintendent has been about 30 per cent. The bill provides that changes must be requested by at least three-fourths of all the principals and superintendents, but if only 30 per cent vote there will be confusion. There has been some talk of amending the bill so as to permit changes where they are asked by three-fourths or two-thirds of those replying to the questionnaire.

—The school board of Portland, Indiana, has been ordered by the state fire marshal to close one of its schools, or equip the same with fire

(Concluded on Page 74)



1. Alundum Stair Tile as a nosing for red quarry tile. Other floor or wall tiles in a variety of colors may be used with good effects.
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October 20, 1926

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My dear Mr. Sundell:

For some months we have been using the Dudley Combination Locker lock and have found it eminently satisfactory. At present we have put in about two hundred of these locks and are substituting them from time to time for other locks. This is the best kind of lock that we have used and I have great pleasure in recommending it. Under separate cover I am sending you a photograph of the Art Institute and will appreciate it if you will kindly return this when you are through with it.

Sincerely Yours,
Charles M. Burkholder
Secretary



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Triple Metals Corporation

328 W. Washington St.—Dept. 16
Chicago Illinois

(Concluded from Page 72)

escapes. The board believes this order to be unreasonable and will legally resist its consummation.

—The school board of Milwaukee, Wis., has petitioned the state legislature to pass an act whereby the proceeds from the sale of school lands may be used for the purchase of new school property.

—The school measures before the California legislature provide for a division of school planning in the state department, the appointment of the state superintendent by the governor, the codification of school laws, apportionment of funds to districts most in need of them, restricting school-bond election to property owners, authorizing the construction of teacherages, superintendents receiving \$2,400 or less to devote full time to the job, permanent tenure of teachers after three years' service and making school fraternities unlawful.

—According to legal advice the Boston, Mass., school committee may handle its internal financing, after compliance with the legal budgetary provisions and limitations, without reference of individual items to the mayor for his sanction. This opinion, in effect, defines for the first time the powers of the school committee in making expenditures under its appropriations. It clearly states that the votes or orders of the school committee increasing the salaries of teachers, members of the supervising staff, officers, custodians and other employees, as well as votes or orders involving the expenditure of money for other purposes, which are within the appropriations, need not be sent to the mayor for his approval. All such matters of organization and control, within budgetary limitations, may be decided by the committee alone.

—The state board of education of Oregon refused to sign contracts with textbook publishers after having formally made their adoption. Mandamus proceedings were entered which brought the issue to a head. It seems that the board's action was based upon charges made against the publishers. When the charges were disproved the board receded from its position and signed the contracts.

—The treasurer of Saline County, Arkansas, has written the several school boards in the county insisting that presidents and secretaries sign their own names instead of permitting other persons to sign for them. The order has been regarded as imposing a hardship since these officials are not always accessible. The attorney general, however,

has ruled that "the county treasurer is entitled to have the individual and actual signature of both the president and secretary of the different school boards to the warrants that he honors, for the reason that he is liable upon his bond to each school district if he should pay any warrant that is not good or that is not authorized by law. Should he honor warrants which did not have the personal signature of the president or the secretary of the school district, then such president or secretary might have occasion to deny or dishonor such signature and the treasurer be thereby liable upon his bond for the amount paid out upon any such warrant."

—According to a legal opinion advanced at Indianapolis, Ind., the zoning board has no right to interfere with the school board in the selection of school sites.

—Farmers who sought to dissolve the Olin, Iowa, consolidated school district and to prevent the issuance of bonds for the building of a new school, lost their fight in the courts. Farmers grew tired of the system, claiming that the consolidation was boosting their taxes to a prohibitive plane. An agitation was started to dissolve the consolidation, and a petition asking for an election to decide that question presented to Nellie Morey, county superintendent. The petition was granted and the election held, and defeated. At practically the same time an election for the issuance of bonds for the erection of a new building met with defeat. Another election for the dissolution of the consolidation met with defeat, but the second election for the issuance of bonds carried, and the board immediately made preparation for the sale of the bonds.

—The school board of Pine Bluff, Arkansas, has passed resolutions opposing the income tax measure now before the state legislature.

—The board of education of Duluth, Minn., opposes the bill now before the state legislature providing for permanent tenure for teachers.

—A board of education of a school district has no authority to lease land which has been acquired by purchase for oil or gas purchases regardless of whether such land be used for school purposes, is the ruling made by the attorney-general of the State of Ohio.

—A bill intended for the purchase of free textbooks to the amount of \$1,500,000 has been killed by the Oklahoma legislature.

—In order to settle the dispute as to the legality of paying for athletic bills the Cambridge, Mass.,

school board has appropriated \$200 for legal advice in the conduct of a friendly suit.

Illinois Wants New School Laws

The Illinois State Teachers' Association proposes the following in its legislative program:

(a) A strict and impartial enforcement, of assessment and taxation laws and, if necessary, the enactment of laws providing more stringent penalties for evading such assessments and escaping such taxes as are provided by law.

(b) A revaluation and equalization of assessment of all property, tangible and intangible, by the state tax commission or other proper authority so that the assessment of property will be in accordance with the original purpose and intention of the law.

(c) A system of corporation and income taxes designed to yield to Illinois revenues proportionally commensurate with those received from similar sources in other important industrial states; but if an income tax is levied, incomes resulting from personal service or industrial enterprise should be taxed at a lower rate than those resulting from private appropriation of socially created values.

(d) Definite provision for a liberal support of our public schools by apportioning to them a percentage of our increasing state revenues realized from sources other than property taxes and in addition to those taxes.

Pending Pennsylvania School Legislation

The bills now before the Pennsylvania legislature dealing with school interests are mainly in the form of amendments. One of these provides for the removal of school directors who wilfully refuse, or neglect to perform, the duties imposed upon them by law. Another seeks to permit notices direct to dealers of school supplies in districts where no newspaper is published.

A new act authorizes the state department to operate a teachers' employment bureau. Another proposes to exempt minors between ages of 14 to 16 from attending continuation schools if they have completed a four-year course in high school.

A state school-building-aid fund is to be created whereby loans will be made to districts of the third and fourth class desiring to rebuild destroyed schoolhouses. Another act proposes to enable districts of the first and second class to lease buildings to universities for the purpose of maintaining therein nonresident students, and exacting tuition fee.

Soldan High School

one of 13 St. Louis Schools refixed
last summer with Guth illuminators.

William B. Ittner, Inc., Architects.
Fixture installations made by Gamp
Electric Company.



Poor light is the cause of most eye strain

Correct this evil during vacation time

HAVE you made a survey of the lighting equipment in your school since it was built? Such a survey would surprise you. During the past 15 years the science of illumination has made tremendous strides. Illumination considered adequate for schools 15, or even 10 years ago, is now woefully lacking in efficiency when measured by today's knowledge.

School Boards all over the country are awakening to this fact, that poor light and the resultant eye strain, are largely responsible for many student failures.

Schools all over the country are correcting the evil of poor light. Scores of schools (13 in St. Louis alone) were completely refixed last vacation time with Guth

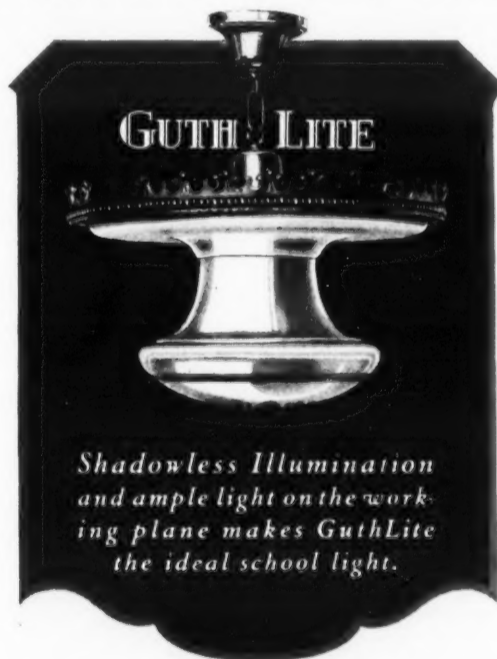
fixtures, that students might have the benefit of better light based on modern standards—and the cost was surprisingly low.

Strained eyes take needed energy away from the mind. Good light that is easy on the eye makes a student mentally alert. This means

better work, fewer failures, and a saving to the community that cannot be measured in dollars and cents alone.

The services of Guth school lighting experts are available for you without cost or obligation. They are backed by 25 years experience in building lighting equipment to fit every need and by an organization that is responsible for the development of Brascolite and GuthLite.

A letter will bring an expert who will gladly make a survey without cost or obligation.



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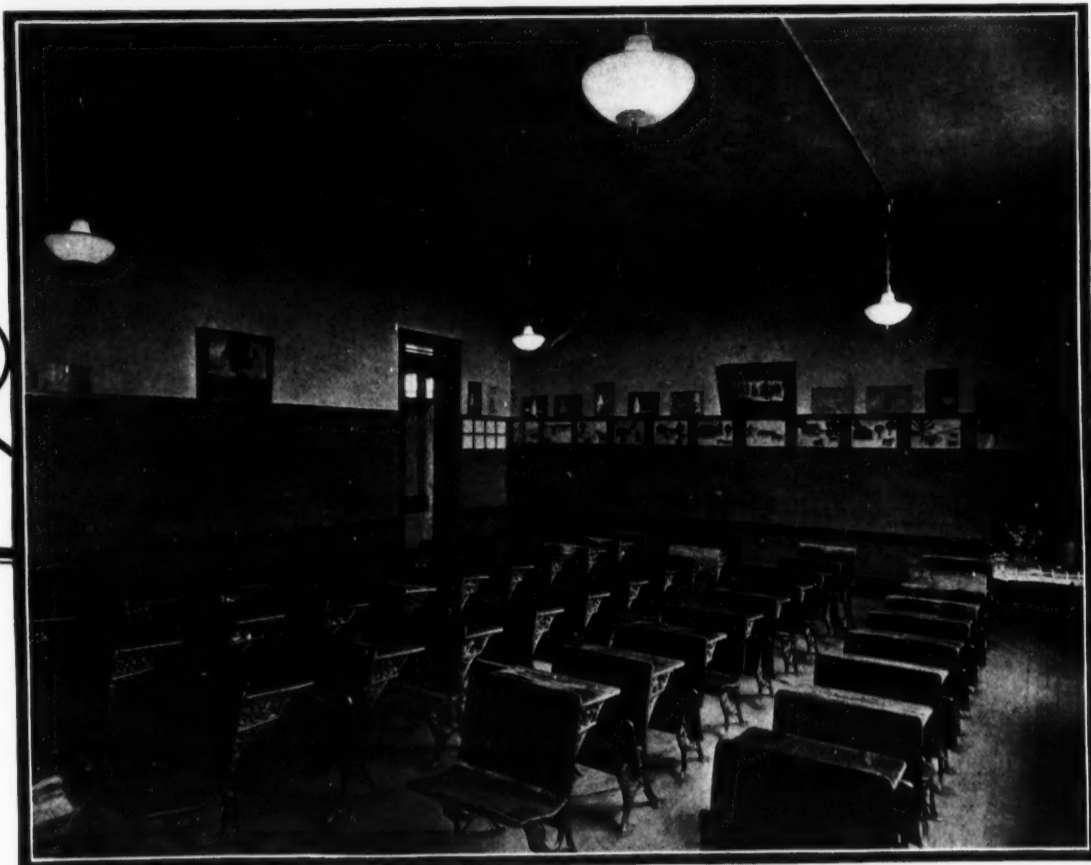
Lighting Equipment
ST. LOUIS, U.S.A.



Ag-lite



Brascolite



Where Light Means Health

ABOVE is pictured another of the many school rooms lighted the Sol-Lux way.

Sol-Lux Luminaires change shadows to light—soft, glareless light—light that is restful to the eye. Boards of Education throughout the country are adopting Sol-Lux Luminaires for their schools—because they know that good light is a vital part in the modern class room where students are using their eyes every minute of the day.

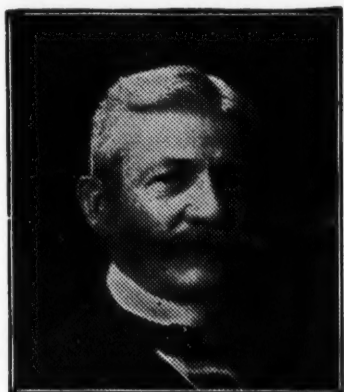
Sol-Lux construction recommends it for operating economy as well as good lighting. The inclosed globe makes it practically dust proof and bug proof—easy to keep clean. Replacing of lamps is made the work of a few seconds with the tilt-out cap. Simply tilt out the cap, replace the lamp—tilt in the cap again—two simple operations which reduce unnecessary breakage of lamps and globes.

A Westinghouse lighting specialist will gladly confer with you about modern lighting for your school.

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METHODS OF ELECTING COUNTY SUPERINTENDENTS

The Latest Summary of Legal Requirements in the Different States

Dr. John A. Thackston, dean of the College of Education of the University of Tennessee, has just completed a study of the legal requirements of the several states for selecting superintendents of the county-school systems. When the office of county superintendent of schools was first created the position was filled by popular election as the other county offices were filled. This plan has been gradually changed until at the present time, 23 states elect or appoint their county superintendents by the county board of education, or by district or town boards, or through the offices of the state boards of education or the state commissioners. Two states at the present time appoint their county superintendents according to the foregoing plan, and in one state the county court elects.

Only 22 states continue the old plan of popular election and two states have popular election in some of their counties. A request for an opinion by the state commissioners of education where popular election prevails indicates that thirteen state commissioners favor a change in the system and prefer election of a county board of education. Five commissioners have expressed themselves as favoring a continuance of the old method.

The present tendency is strongly for making the county superintendent a professional man who legally enjoys the safeguards of position and tenure which city superintendents enjoy.

The methods used in the several states are as follows:

STATE	METHOD USED
ALABAMA	Elected by county board of education.
ARKANSAS	Elected by county board of education.
ARIZONA	Elected by the people at popular election.
CALIFORNIA	Three counties elect by county board of education. The remaining counties elect by the people at popular election.
COLORADO	Elected by the people at popular election.
CONNECTICUT	Elected by town or school committees or board of education.

DELAWARE

FLORIDA

GEORGIA

IDAHO

ILLINOIS

INDIANA IOWA

KANSAS

KENTUCKY

LOUISIANA

MAINE

MARYLAND

MASSACHUSETTS

MICHIGAN

MINNESOTA

MISSISSIPPI

MISSOURI

MONTANA

NEBRASKA

NEVADA

NEW HAMPSHIRE

NEW JERSEY

NEW MEXICO

NEW YORK

NORTH CAROLINA

NORTH DAKOTA

OHIO

OKLAHOMA

OREGON

Elected by board of education in each school district (Law of 1923).

Elected by the people at popular election.

Elected by the people at popular election.

Elected by the people at popular election.

Elected by the people at popular election.

Elected by township trustees. Elected by convention of certain school officials in each county.

Elected by the people at popular election.

Elected by county board of education.

Elected by county board of education.

Elected by school committee with approval of state commissioner.

Elected by county board of education.

Elected by group of school committee from each town concerned.

Elected by the people at popular election.

Elected by the people at popular election.

Elected by the people at popular election.

Elected by the people at popular election.

Elected by the people at popular election.

Elected by the people at popular election.

Deputy superintendents elected by state board.

School board committee nominates. State board employs and pays salaries.

Appointed by state commissioner of education and approved by state board of education.

Elected by county board of education.

Elected by board of school directors — district superintendents.

Elected by county board of education.

Elected by the people at popular election.

Elected by county board of education.

Elected by the people at popular election.

Three counties elect by county board of education. Remaining counties by people at popular election.

PENNSYLVANIA

RHODE ISLAND

SOUTH CAROLINA

SOUTH DAKOTA

TENNESSEE

TEXAS

UTAH

VERMONT

VIRGINIA

WASHINGTON

WEST VIRGINIA

WISCONSIN

WYOMING

School directors of district which county superintendent supervises.

Elected by school committee.

Elected by the people at popular election.

Elected by the people at popular election.

Elected by county court.

Elected by the people at popular election.

Elected by county board of education.

Elected by board of education of town or union district.

Elected by state board of education.

Elected by the people at popular election.

Elected by the people at popular election.

Elected by the people at popular election.

GENERAL SUMMARIES

9 States elect by county boards of education in all of their counties. They are as follows: Alabama, Arkansas, Kentucky, Louisiana, Maryland, New Mexico, North Carolina, Ohio, and Utah.

2 States elect by county boards in three counties in each state: California and Oregon.

9 States elect by town, township or district committees, trustees, or boards of education. The title of official body varies with the different states. The fact is the superintendents in these states are elected by school officials whose official duty relates to public schools. These nine states are as follows: Connecticut, Delaware, Iowa, Indiana, Massachusetts, New York, Pennsylvania, Rhode Island, Vermont.

1 State, Maine, elects its town or township superintendent by the school committee with the approval of the state commissioner of education.

1 State, New Hampshire, school board committee nominates and state board approves.

1 State, New Jersey, has the state commission appoint the superintendent with the approval of state board of education.

1 State, Nevada, has him appointed by state board of education.

1 State, Tennessee, elects by county court.

1 State, Virginia, has state board of education appoint them.

22 States elect their county superintendents by popular election. These states are as follows: Arizona, Colorado, Florida, Georgia, Idaho, Illinois, Kansas, Michigan, Minnesota, Mississippi, Montana, Missouri, Nebraska, North Dakota, Oklahoma, South Carolina, South Dakota, Texas, Washington, West Virginia, Wisconsin, Wyoming.

2 States elect by popular election except in three counties each; California and Oregon.



Every school executive should have a copy of the Durand Locker Catalog. If you haven't received yours, send for it—no obligation involved.

PLAY BALL!

THE sure harbinger of Spring—when the boys, flushed with success in studies and winter sports, gather in the locker room to don their uniforms for the Spring baseball practice.

“Red” and a league baseball are boon companions from March until October, when the Big Series takes place—and “Red” captains this year’s nine. Put two and two together, and you can hardly reprimand “Red” for winding up and heaving the ball at the locker door. But no harm was meant—“Red’s” just full of pep. And no damage was done—Durand Steel Lockers are made to withstand heavier impacts than “Red” and his baseball.

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SCHOOL FINANCE AND TAXATION

WASHINGTON'S SCHOOL EQUALIZATION FUND

The state of Washington has for thirty years enjoyed a state school fund whose distribution has been with reasonably satisfactory results. Certain amendments to the law providing for this fund are now under consideration. The state department in discussing the subject says:

“It has been found by careful study, by many statistical compilations and by field surveys, made by the state department of education that no general plan of distribution can fully relieve every needy district. The mountainous regions, islands of Puget Sound, desert stretches and rugged canyons of our state are topographical factors to be considered in providing equal educational opportunities. From these studies it is evident that a special state equalizing fund is needed. Such a measure has been recommended by the superintendent of public instruction for a number of years.

“The creation of a fund of about \$375,000 through levying of a .3 of a mill tax on all the property of the state, this fund to be used to bring all the rural districts up to an assured minimum budget of \$1,000 and all the graded districts to an assured minimum per diem of 42 cents. Any rural district in the state which cannot raise \$1,000 through its regular state and county apportionment and the proceeds of a 10-mill tax, will be given the remainder from the equalizing fund. It is not felt that a thousand dollars is sufficient funds to run a rural school, but with this assured minimum and the ability to levy a special tax of 10 mills on its valuation, sufficient funds may be secured to maintain a standard school.

“If a graded district does not have a per diem of 42 cents when its state and county apportionment and the proceeds of a 14-mill tax are considered, then it is to be given the remainder from the equalizing fund. An assured minimum of 42 cents per day's attendance, with the additional taxing power still remaining, will enable the district

to raise sufficient funds to operate a school in a satisfactory manner. A tax of 14 mills for a graded district places it at the same level as the tax of 10 mills on a rural district plus a possible 4-mill ‘high-school-district tax.’ Two hundred fifteen rural districts and 140 graded districts would receive aid from this special fund.

FINANCE AND TAXATION

—A school-bond issue of \$850,000 for the construction of a fifteen-room school was defeated at Bronxville, N. Y., by a vote of 382 to 291.

—When the budget for \$2,732,275 for 1927, prepared by the board of education of Springfield, Mass., came under discussion, the question was asked if there was an increase of ten and one-half per cent over the previous year. The answer was not readily given and the mayor criticized the system of bookkeeping employed by the school department.

—By a vote of two to one, a \$75,000 school-bond issue was carried at East Rochester, N. Y.

—Toledo, Ohio, will expend \$2,700,000 for new senior and junior high schools, and the enlargement of the board of education administration building.

—The New York City board of education has officially approved the Dick-Rice bill, which seeks to increase state aid for education in New York state by \$18,500,000 this year. The bill allows \$14,500,000 more for New York City and would make possible teachers' salary increases planned by the city committee. It is not believed that the passage of the bill would cause an increase in the size of classes or a decrease in the number of teachers. It is a policy of the state board of regents to encourage the organization of small classes.

—A bill has been presented in the West Virginia legislature which provides for a change in the method of raising revenue for the maintenance of the state's schools. Under the plan, the county is made the unit of administration, with the county and state each paying their part of the expense, and the remainder paid from a twenty-cent levy assessed upon the district.

While the proposed bill would benefit some districts of the state, it is feared it will be harmful to others. It is pointed out that, under the proposed plan, some districts would not be able to maintain their present salary schedules, or keep

the school system up to the high standard of the past without a deficit of several thousand dollars.

—According to the Wisconsin Tax Commission, the school tax raised in Wisconsin for the fiscal year ending in June, 1926, was \$37,381,332, all of which was collected as a direct general property tax. During the same period, the United States government collected \$39,595,353 in income and other taxes.

Of the total state revenue, the counties get 22.6 per cent, the local municipalities 40 per cent, and the schools 37.4 per cent. The state had no direct taxes this year, yet it received \$31,198,927, of which it returned to counties, schools, cities, and villages \$13,942,171.

—Atlanta, Ga. With the adoption of the budget for 1927, the school board decided to close the schools for one month between September 1 and January 1 and to reduce every item of expenditure.

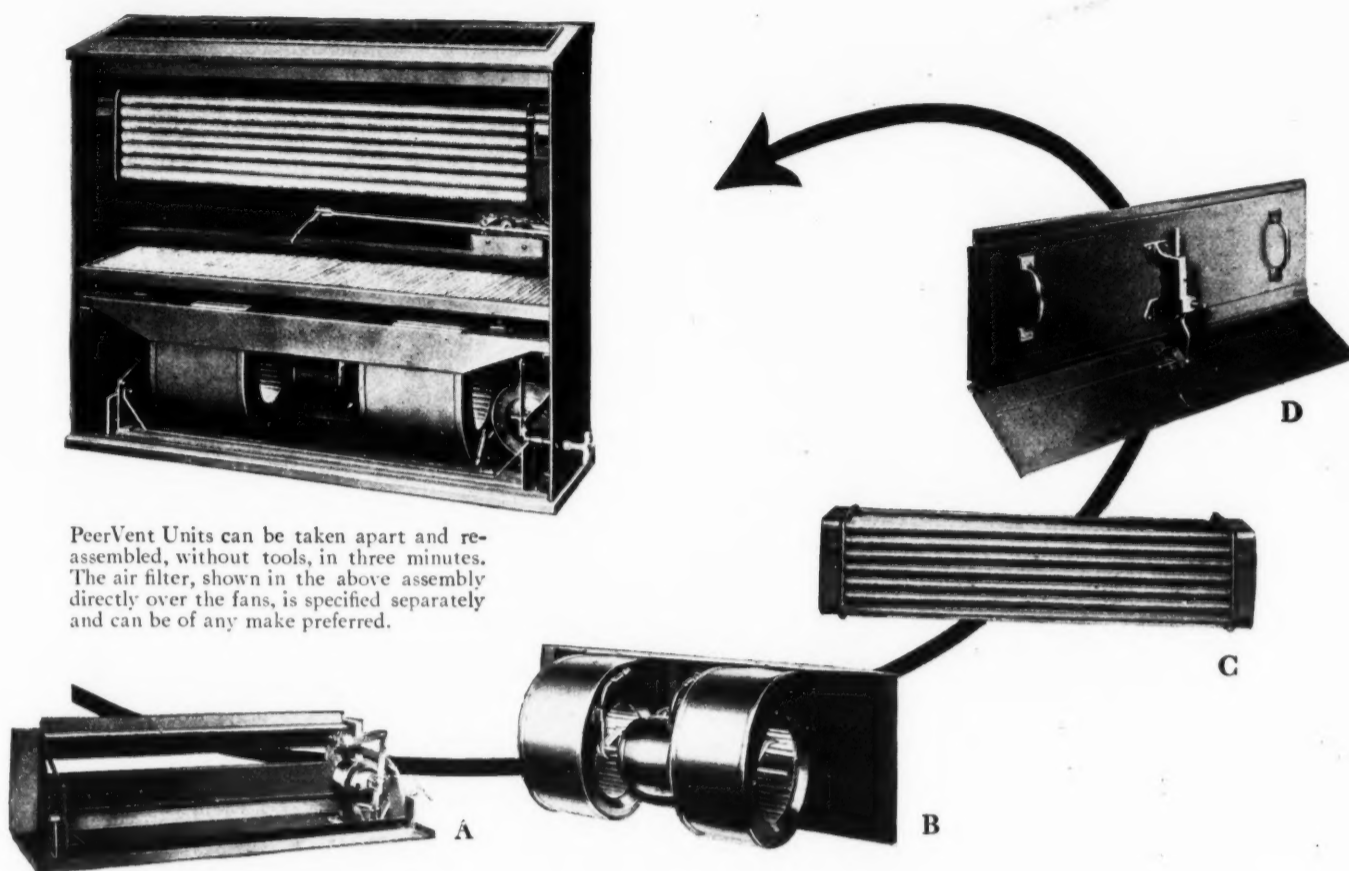
In order to balance the budget, it was necessary to cut \$343,520 from the original minimum budget prepared by the board, and to do this and not lower the teachers' salaries it was also necessary to provide for a “one-month no-pay vacation.”

The budget was prepared by Supt. W. A. Sutton and Asst. Supt. R. R. Ritchie, at the request of the current expenditures committee. The most serious curtailment of service will be brought about by the saving of \$28,531 in the consolidation of classes. This means that students will be greatly congested and that a number of teachers will be dismissed. The budget as adopted, provides for the expenditure of \$2,795,196, which represents the anticipated revenue for 1927.

—The \$39,500 bond-issue election held at Orrick, Mo., was lost. The total vote cast was 293—129 voting against and 164 in favor. It requires a two-thirds vote to carry. The proposition also lost on a technicality. The clerk of the election failed to keep two tallysheets in compliance with laws governing such procedures, as well as failing to certify to the vote after it was cast. This error was not detected until vote was filed.

—Dr. Carter Alexander of Columbia University, in a public address at Columbia, Mo., showed that Missouri's total state school aid in 1925 as being \$3,808,500, which if compared in proportion to wealth had been as well as Alabama in 1924 would have been \$15,000,000; as well as Arkansas the same year, \$10,000,000; California,

(Continued on Page 80)



PeerVent Units can be taken apart and re-assembled, without tools, in three minutes. The air filter, shown in the above assembly directly over the fans, is specified separately and can be of any make preferred.

Inside Information about PEERVENT Heating and Ventilating Units

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"C" is the special Peerfin Radiator. It is very compact, efficient, and well made.

"D" is the mixing damper (not shown in the above picture of the Unit). The lower part of this device swings back and forth, under hand control at the

Unit or automatic control by means of a thermostat, to regulate the amount of air, passing through the radiator. When maximum heating effect is required, this damper guides all the incoming air through the radiator. When less heat is needed, the damper is placed in such a position that only part of the incoming air goes through the radiator, the rest of it being by-passed around the heating coils. The heated and unheated air is thoroughly mixed as it leaves the Unit through the grille at the top. The mixing damper can be adjusted, either automatically or by hand, so that none of the incoming air passes through the radiator and there is no appreciable heating effect. Thus the room temperature can be controlled very accurately. The volume of fresh air is constant at all times when the room is occupied.

All of these parts are simple, sturdy, and durable. Units made and installed by this Company *thirteen years ago* are still giving trouble-free service.

The PeerVent Catalogue explains these and other features in detail, with drawings showing actual applications of various types of PeerVent Units. If you wish to see our local representative, please so state when you write.

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SPRINGFIELD, MASS.
196 Worthington St.
DES MOINES
520 Securities Bldg.
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301 House Bldg.
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Lighting Equipment for Schools

The chandelier illustrated at left is 5 feet in diameter and is wired for 4 circuits. It is constructed of bronze and is finished in Ebony and Gold. This is an example of the work Beardslee is prepared to do when the job calls for lighting equipment of special design.



Illustrated at right is a DENZAR—the ideal light for classrooms. Hundreds of grade schools, high schools and colleges have installed plain or ornamental DENZARS in their classrooms, study rooms, gymnasiums, laboratories, manual training and domestic science rooms, auditoriums and offices.

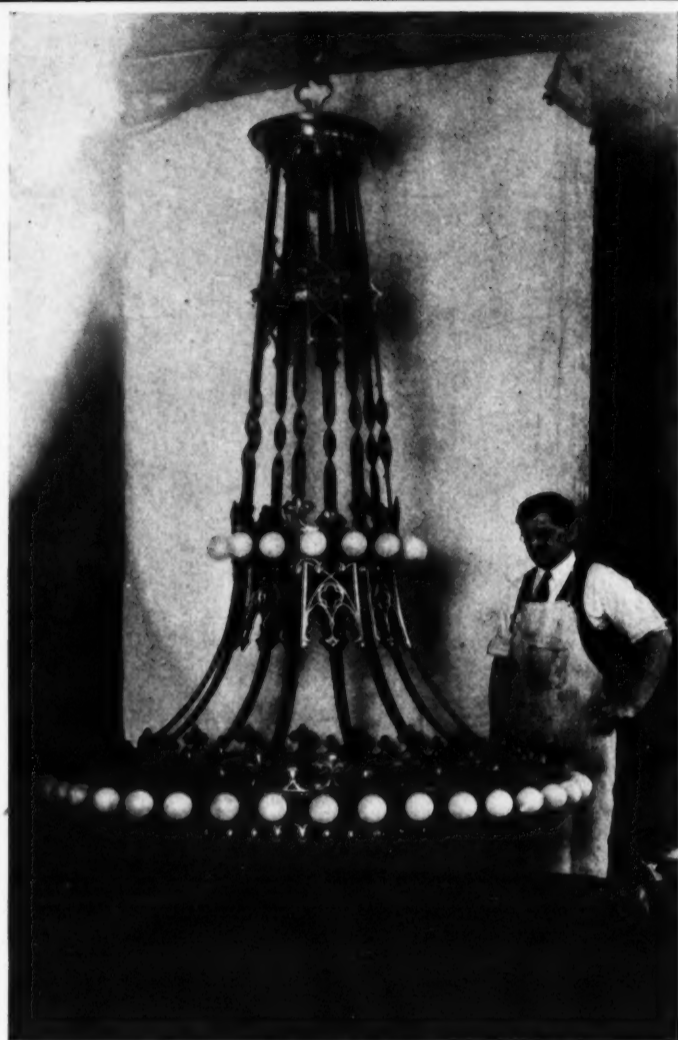
Write for copy of the DENZAR catalog and for catalog entitled "Lighting Fixtures for Public Buildings," which contains many designs suitable for school buildings.



CEILING TYPE DENZAR

Beardslee Chandelier Mfg. Co.,
219 South Jefferson St.,
CHICAGO, ILLINOIS

101 Sabin St.,
PROVIDENCE, R. I.



DESIGN Y26-15

One of twelve 72-light chandeliers built by Beardslee for the new Denfeld Senior High School, Duluth, Minnesota—Halsted and Sullivan, architects.

(Continued from Page 78)

\$12,000,000; Maryland, \$9,200,000; Minnesota, \$9,500,000; New York, \$12,000,000; Pennsylvania, \$9,000,000; Texas, \$16,000,000; Washington, \$12,000,000. State taxes in Missouri compared with those of the average state in 1924 were given as per capita \$5.15 with a United States average of \$9.59, a deficit for Missouri of \$4.44, or 46 percentage. Local taxes per capita were given at \$23.38 for Missouri, with United States average \$33.63, Missouri's deficit being \$5.25.

"Our plan of cutting down expenses this year," said Dr. R. M. Eubanks, president of the Atlanta, Georgia, board of education "is to open the schools on September 12, instead of September 5, which would involve the loss of five school days. Teachers would receive no pay for the first 11 days of the month. Then, in November, we would give a week's holiday at Thanksgiving, instead of two days as heretofore and this, of course, would mean the loss of three more school days. A full week's salary would be deducted from salaries, which would bring our total saving up to 18 days. The usual two-weeks holiday would be given at Christmas, and 12 days' pay would be eliminated from salaries. In this way, the children would lose only eight school days, which could be made up next summer, although we would save salaries for a 30-day period."

—The school system of Newark, N. J., is to receive \$7,350,000 out of the local tax budget for the year 1927. The tax rate will be \$3.78.

—Citizens of St. Louis County, Minnesota, have petitioned the state school authorities to compel the local school authorities to give an accounting of the financial conditions of the school system. The accounts have been found to be in excellent shape, but the caution is given that school authorities must take the public into their confidence.

—Irvington, N. J. The board of education has adopted a budget of \$724,472.

—New York, N. Y. The city comptroller has estimated that the amount needed for new school construction, including Hunter College and the city college buildings, will reach a total of \$35,000,000.

—More than 3,000 public schools in Alabama attended by 150,000 white pupils, are in danger of forced closing because of a lack of the necessary funds. A ruling by the attorney general holding invalid an emergency bond issue of \$600,000 is

before the supreme court for disposition. Should the state official be sustained by the court, there will be no funds for the operation of the schools.

—Spokane, Wash. Steps have been taken to obtain an increase of one mill in the school levy, making a levy of twelve mills for the next year. The greater part of the money raised by the levy will be used for school-building construction.

—The public schools of District 152, comprising the city of Harvey, Ill., closed two months earlier than customary, because of lack of funds. The board has a deficit of \$140,000 and lacks the power to issue further anticipation warrants on future taxes. Unequal valuation of city property is given as the reason for the financial troubles of the school district. Plans have been made for drawing up a new scale of property valuation for the town.

—Boston, Mass. The final financial statement on the cost of maintenance of the public schools for the year 1926, submitted by Business Manager Alexander Sullivan, shows the expenditures for all purposes to be \$15,118,502. The increase in expenditures over 1925 amounted to \$2,349,179. The expenditures for lands, plans and construction of buildings for the financial year of 1926 amounted to \$4,317,824, of which there remained an unexpended balance of \$1,800,000.

—Lancaster, Pa. The voters of the city have been asked to approve an increase of \$1,250,000 in the bonded indebtedness of the school district.

The money will be used to build a grade school and to erect additions to several of the schools.

—Bristol, R. I. The school board has adopted a budget of \$121,600 for the year 1926-1927. This is an increase of \$9,644 over the appropriation of last year.

—Florence, Kans. Supt. R. B. Walcher has submitted a report showing a reduction of \$8,800 in operating costs for the first five months of the school year.

—Weehawken, N. J. The school board has adopted a budget of \$2,113,232 for the year. The amount provided for current expenses amounts to \$188,872.

—McCook, Nebr. The school board has adopted a budget of \$96,340, which is a decrease of \$3,000 over that of last year.

—Haverhill, Mass. The school board has adopted a budget of \$492,924, which is \$1,426 more than was appropriated in 1926.

—Salem, Mass. The school board has adopted a budget of \$492,924, which is \$1,426 more than the appropriation for 1926.

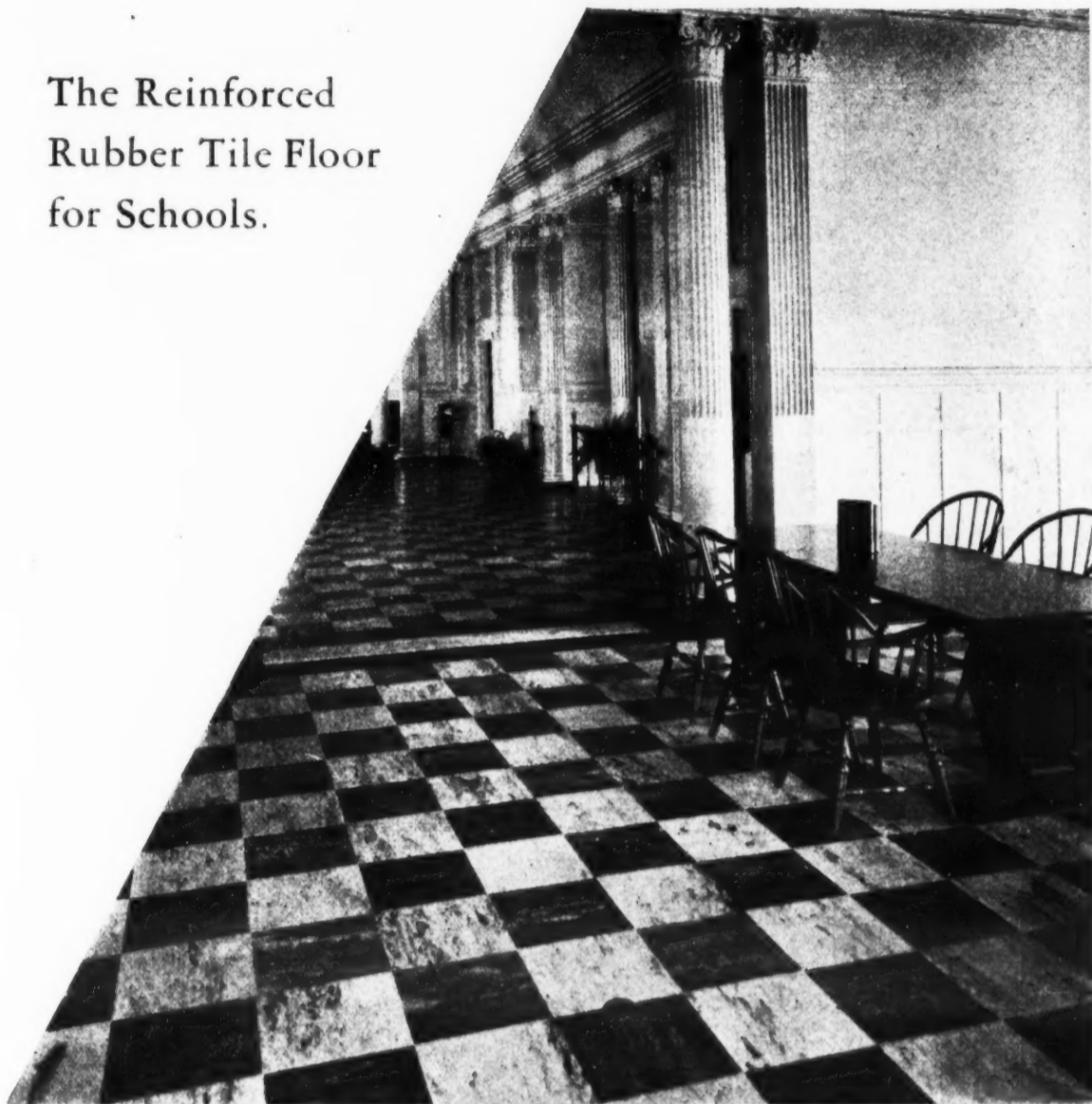
—Belton, Tex. The board of education has asked the voters to grant the schools a tax rate of \$1 in place of the former rate of 75 cents. The increase is asked for the purpose of taking care of future needs and making it unnecessary to vote small increases each time that the school requires additional revenue.

(Concluded on Page 84)



SCHOOL BUILDING, PITTSFIELD, MASS.

The Reinforced Rubber Tile Floor for Schools.



FROM every standpoint, a floor by Stedman merits first place in deciding what floor to use in schools.

No dust—healthy; no noise—better concentration; long wear—economical; attractive to the eye—to stimulate a pupil's artistic abilities.

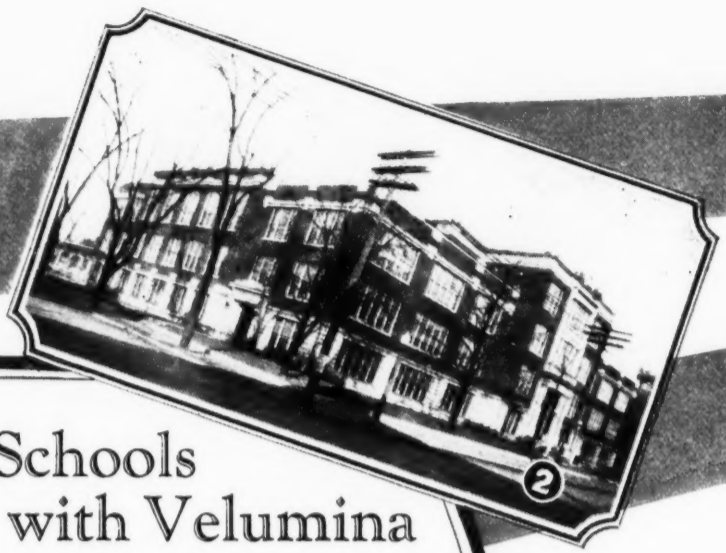
Stedman designs, makes and lays reinforced rubber tile floors—"this one thing we do", and has no other inter-

est. Stedman Products Company, "Originators of Reinforced Rubber Flooring", at South Braintree, Massachusetts. Branches and Agencies in principal cities. In Canada, manufactured and sold by the Gutta Percha & Rubber, Ltd., Toronto.

J. H. Stedman
NATURIZED FLOORING
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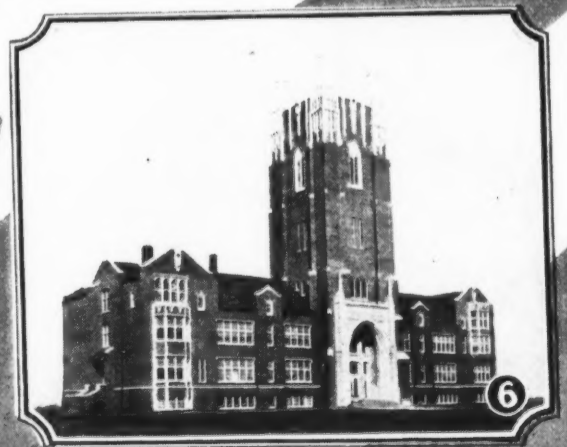
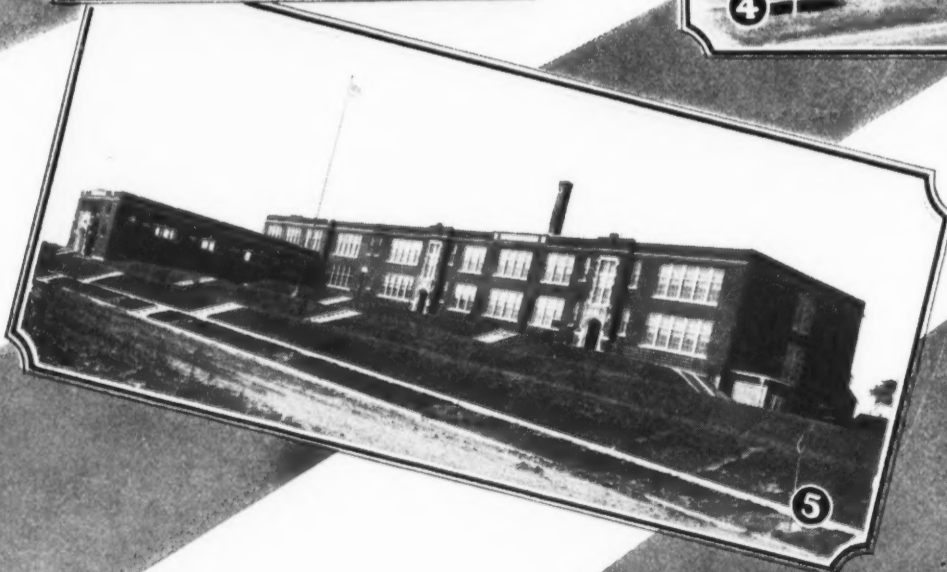
Stedman Tile

OF REINFORCED RUBBER

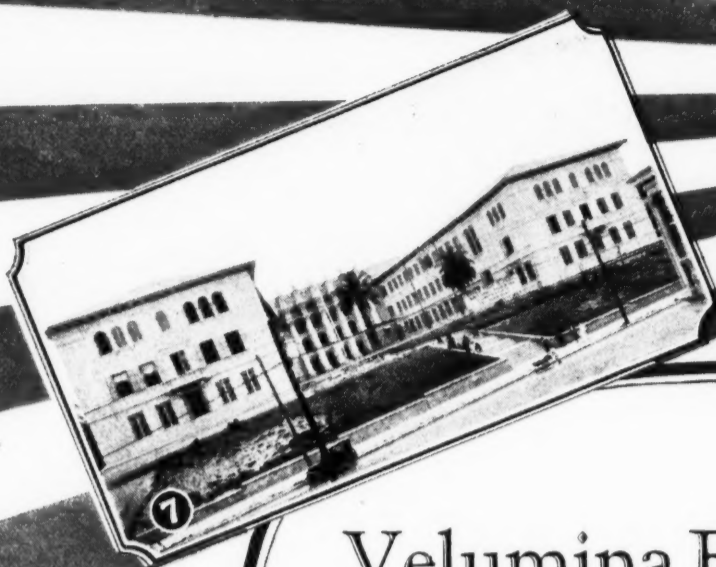


These Schools Were Finished with Velumina

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2. High School, Muncie, Indiana
3. Westport Junior High,
Kansas City, Mo.
4. Okmulgee High School,
Okmulgee, Okla.
5. Roosevelt School, Richfield, Minn.
6. Oklahoma City University,
Oklahoma City, Okla.
7. Central High School,
San Juan, Porto Rico
8. Natrona County High School,
Caspar, Wyo.
9. Milwaukee Downer College,
Milwaukee, Wis.
10. Salem High School, Salem, O.
11. Southwest High School,
Kansas City, Mo.
12. High School, East Ft. Myers, Fla.



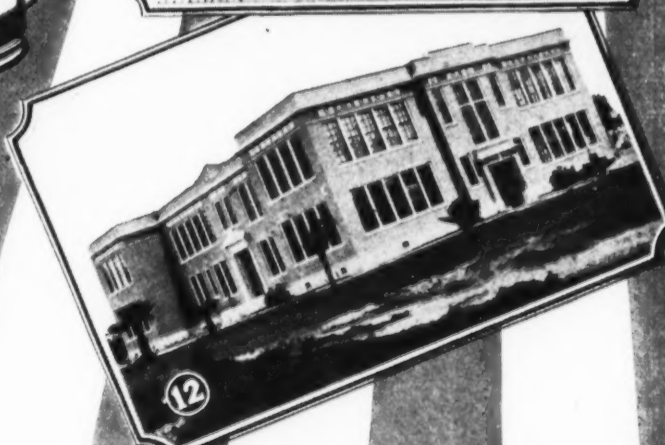
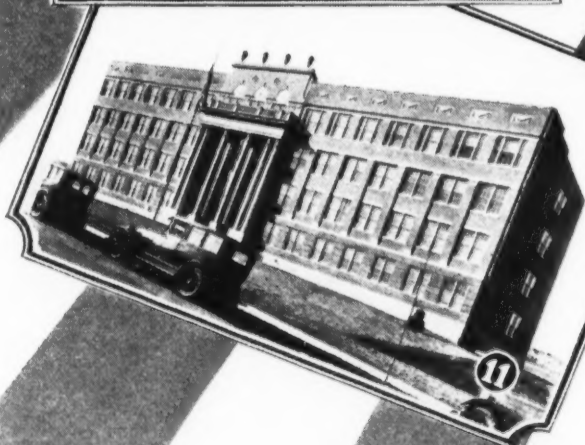
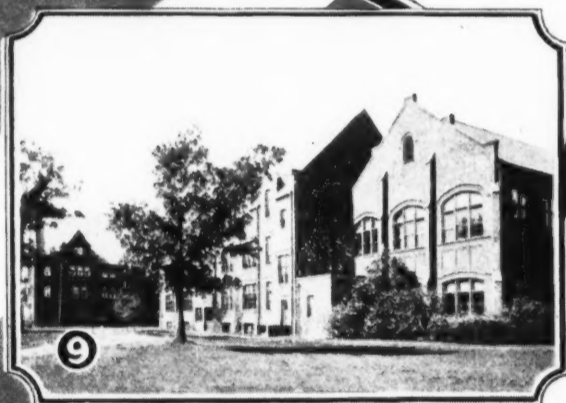
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Velumina Flat Wall Paint

EASY washing takes the place of re-decorating! Shows no laps or brush marks! Uniform soft tones with no disturbing glare! An oil paint! Artistic! Sanitary! Economical! Hard to mar! Write for Velumina Color Book.

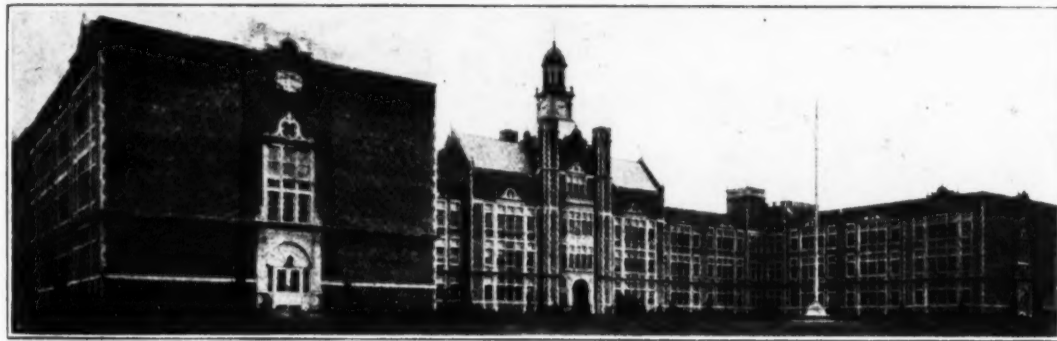
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CAULK for HEALTH and FUEL ECONOMY



Cleveland Heights High School
Caulked with Sterlastic Caulking Compound
Warner & McCormack, Architects The Schirmer Co., Contractors

In the above school as in scores of others the children are protected from cold draughts by Sterlastic Caulking around window and door frames. At the same time soot and dirt are sealed out of the building thus reducing redecorating costs. Cold air leakage increases fuel costs but a school caulked with Sterlas-

tic will be more easily and cheaply heated than was ever before possible. Enough fuel can be saved in a single winter to pay for the labor and material, but the caulking will last for years. New and old buildings need caulking. Write us for information.

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The PERMANENT Way



Your handy man can caulk with the Sterlastic Caulking Gun — while school is in session if need be. Sterlastic comes in grey, red, green, or black and can be painted over if desired. It is weatherproof, airtight, and waterproof and will last many years. No school old or new should be without caulking.

(Concluded from Page 80)

—West Orange, N. J. The 1927 budget of the school board provides for a total of \$387,300 in expenditures.

—Harrison, N. J. The school board has adopted a budget calling for expenditures of \$153,225.

—Newark, N. J. The board of education has adopted a budget of \$7,350,000 for the conduct of the school system. This is \$800,000 more than the board asked for in 1925 and \$93,000 less than was asked in 1926.

—Kent, Ohio. The board of education has adopted a budget calling for an expenditure of \$183,262.

—Newark, N. J. The school board has adopted a budget of \$9,812,564, which is an increase of \$703,633 over the amount appropriated last year. Teachers' salaries formed the largest item in the budget, amounting to \$7,164,995.

Building News

—Corsicana, Tex. A new elementary school has been completed, at a cost of \$110,000. The building was erected from plans prepared by Mr. William B. Ittner, Architect, St. Louis, Mo., and accommodates 400 pupils. It is adapted to various types of school organization.

—Covington, Tenn. A school for colored pupils will be erected at a cost of approximately \$20,000.

—Cleveland, Tenn. The school board has purchased sites for two schools. A bond-issue election will be held to vote \$150,000 in bonds for the two buildings.

—Hicksville, N. Y. A new grade school has been erected at a cost of \$200,000.

—Barrington, R. I. Two school additions were occupied in September of last year. One building was a gift of \$125,000, and the other was erected with a town appropriation of \$40,000. The town appropriation for school expenditures has been increased from \$67,000 to \$77,000.

—Bristol, Va. The school board has purchased a large site for a new school building. It is planned to erect a building on the site within the next five years.

—Rochester, Minn. During the past year a new school has been erected at a cost of \$325,000. Plans

have been made for the improvement of all school grounds to take care of their beautification as well as the allotment of space for play.

—The school board at Delphi, Indiana, purchased four residence properties at prices ranging from \$2,500 to \$12,000. Citizens who believe the prices too high have brought court action to defeat the purchase.

—The John Nuveen Company, of Chicago, was the successful bidder for the \$121,000 worth of school bonds of the Lake City, Fla., school board. The bid of this company was \$127,457, the largest amount offered by any of the seventeen companies bidding for the bonds.

—An eleven-room school has been completed at Weston, W. Va. The building is the first unit of a possible 35-room building. The building was financed without the issuance of bonds and without any special levy beyond that regularly authorized by law. It was erected and equipped at a total cost of \$80,000.

—Three grade schools have been erected at Bellingham, Wash., during the past two years. The school board plans the erection of three additional buildings within the next two years.

—Lynchburg, Va. The city council has voted an appropriation for the erection of two four-room colored schools in territory annexed from Campbell County. The school board has asked for a bond issue for the purpose of erecting an elementary school to replace two old buildings.

—Minneapolis, Minn. The board of education has asked the city council to issue and sell in 1927, municipal bonds to the amount of \$1,265,190 at par value. The bonds are to be sold for the use of the board in the erection and equipment of school buildings and additions, and the acquisition of sites.

—McAllen, Texas. The town has expended \$325,000 for new school buildings which will be ready for use September, 1927.

OKLAHOMA AIDS WEAK SCHOOL DISTRICTS

The legislature of Oklahoma has appropriated the sum of \$3,000,000 in aid of the weaker school districts, \$1,500,000 of which will be available this year. The Oklahoma City-Times in commenting upon the appropriation says:

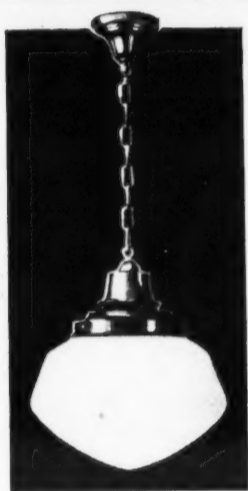
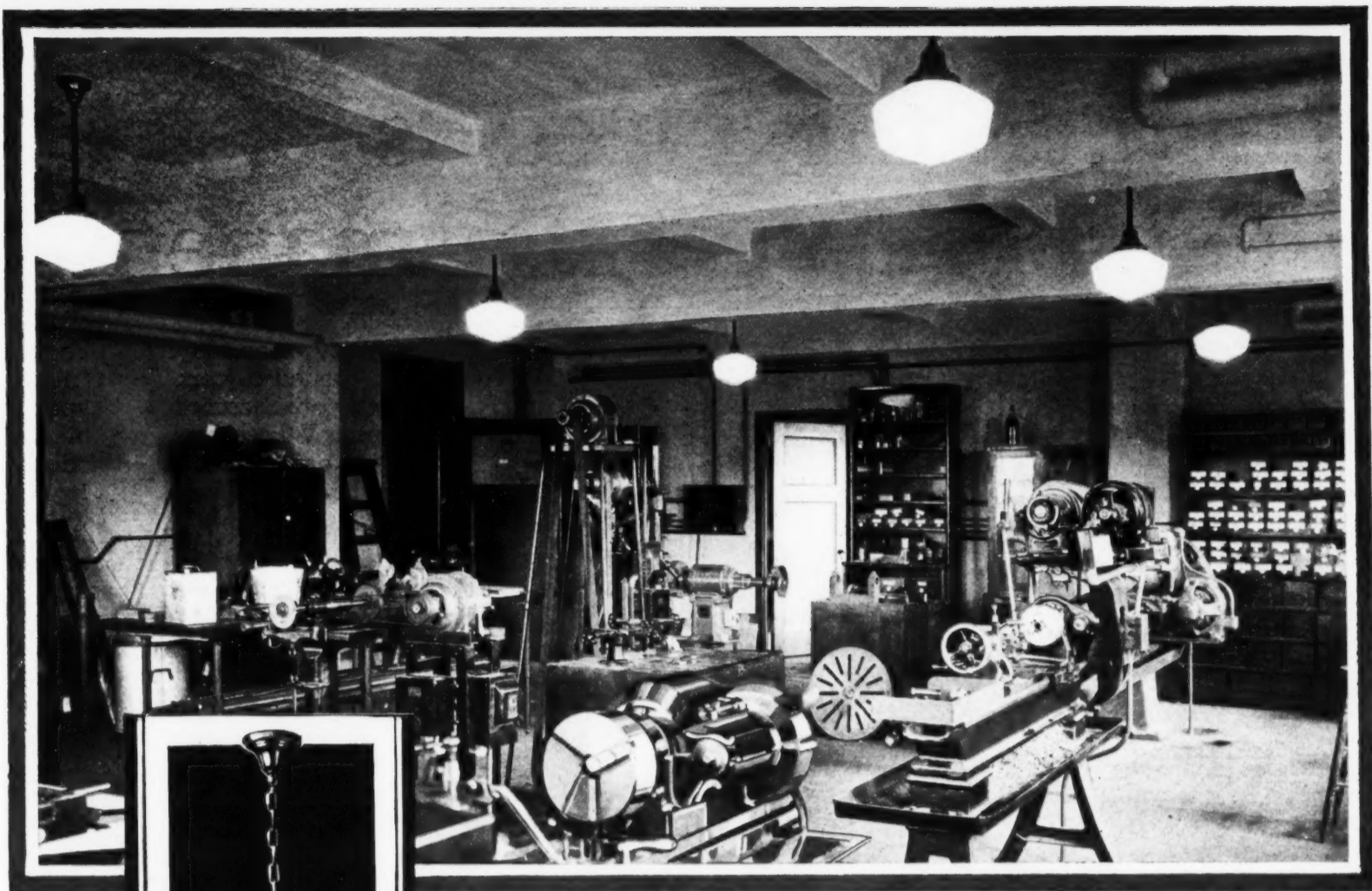
"The immediate problem confronting state superintendent Nash and the board of education is to use the available funds where they are most needed, and where they will do the most good. A certain discretion is allowed in allotting the relief, which is safeguarded somewhat by the requirement that it must only go to schools that have voted the fifteen mills allowed for school purposes. It is conceivable that there are towns and villages that need assistance as surely as rural districts, but those in authority should not be discriminate in allowing funds to all applicants, as long as the money lasts.

"There should be serious consideration of valuations in the districts seeking help, and appeals should be discounted or rejected where valuations seem unwarrantedly low. Furthermore, the manner of spending the money raised through ordinary process of school taxation should have a bearing on applications. The state does not wish to be placed in the position of encouraging extravagance. This relief fund should not be a money-grabbing game. Superintendent Nash indicates it is the purpose to use the relief fund where it is most needed, and much depends on his judgment and discretion. The main purpose should be to see that the schools get the full worth of the money in education, and that no schools that possibly can stand alone should be permitted to lean on the state.

THE PRESTON SCHOOL BUS SERVICE

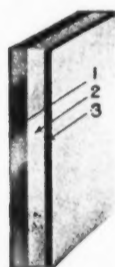
The new high school opened at Preston, Kans., is equipped with an efficient bus service.

Four busses transport the children and arrive at 8:30 each morning, after a ride of about thirty minutes for those who live farthest from the school. Routes are about sixteen miles in length and pupils living the farthest are picked up first each morning and set out at home last each evening. They reach home before 5 o'clock and are not too tired to be of use with the evening chores. In cold weather these busses are heated so that children attend school in comfort on the road and live in modern school buildings while at school. The cost is 20 cents per mile for each mile traveled by the bus, or about \$140 per bus per month. The district furnishes the bus bodies and the drivers furnish the chassis, gas, oil and other expenses in connection with running the busses.



No. 5920

One of the most popular Celestialite Units. There are sizes and shapes for every type of building.



Why Celestialite is so like daylight

Celestialite is so constructed that each Mazda lamp acts as a miniature sun. The rays of light from the electric lamp pass through the patented three layers of strong, heat-resisting glass called "Celestialite." These three layers act as atmospheric diffusers and refractors. The clear outer layer as the air; the white middle layer as the clouds; and the blue inner layer as the rectifying blue of the sky. The result is a cool white glareless substitute for daylight. Send for a free fragment showing the unique three-layer construction.

Celestialite Proves its Merit to Columbia University Scientists

This "Next to Daylight" equipment has been selected for the new 15-story Physics Building at Columbia University

A lighting glass that passes the rigid specifications of scientific laboratories, where work with the most delicate instruments is executed, must, of certainty, be as close to actual daylight as man has yet been able to produce for general lighting.

Columbia University scientists found, as have innumerable others, that Celestialite glass by its unique "diffusing" principle produces an illumination that can be used continuously with perfect eye-comfort.

Celestialite's patented triple layer of glass—one clear—one translucent white and one blue, corresponding in effect to the clear air, the white clouds, and the blue sky, combine with the Mazda lamp to give a light—soft and white, and yet powerful to see by under *all* working conditions.

The vital importance of protecting the eyes of growing school children against needless eye-strain puts an added responsibility upon those who are charged with the equipping and managing of our schools. Safeguard youthful eyes with Celestialite.

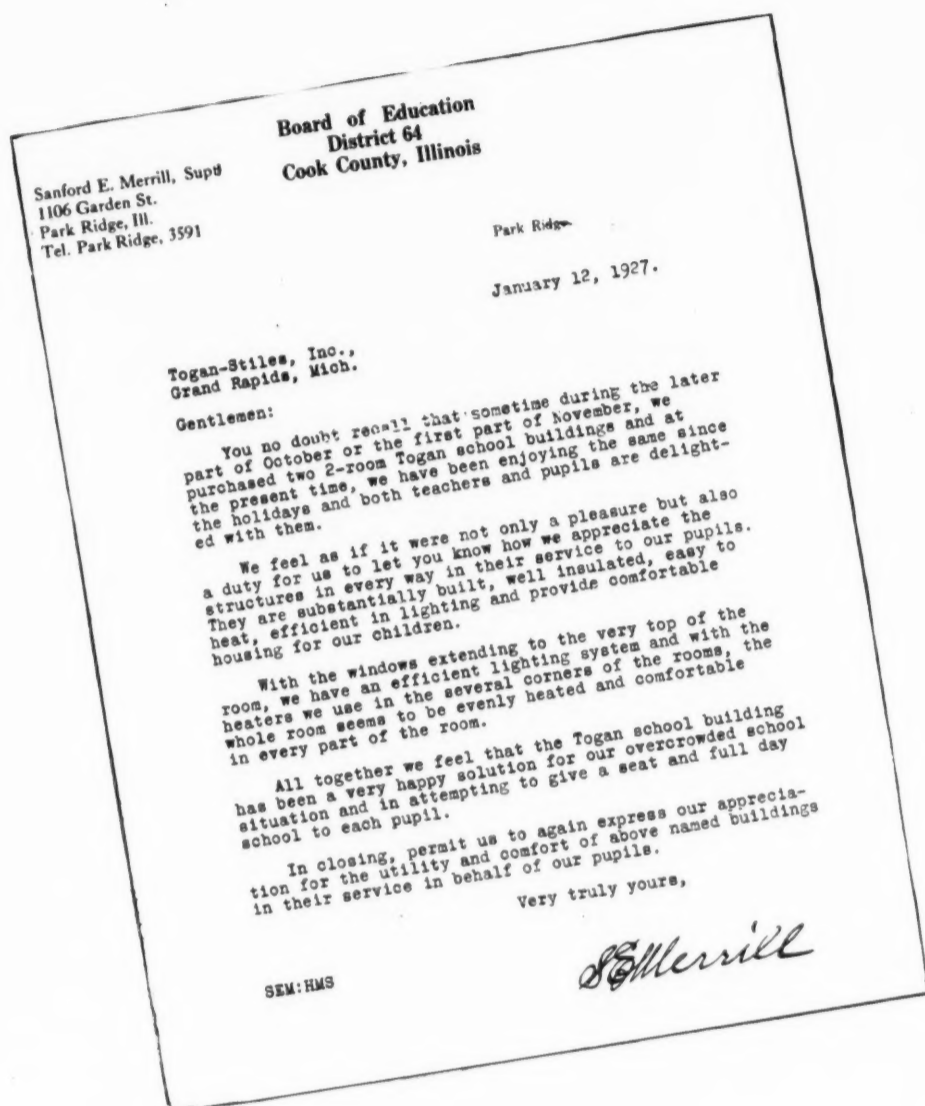
— "the light you can look at without hurting your eyes" —

SEND FOR FREE FRAGMENT

CELESTIALITE
(PATENTED)
NEXT TO DAYLIGHT

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Whether the Need is Temporary or Permanent—



If an emergency requires it, a Togan school can be rushed to completion more quickly than any other comparable type of school structure. Whatever your problem may be, Togan offers you an immediate and adequate solution.

On the other hand. A Togan schoolhouse is an equally attractive proposition where permanent facilities are the requirement. Togan factory-built schools are constructed of fine materials in a thoroughly competent manner. In appearance, they are a credit to any community. In design—in lighting, heating, ventilation and other vital essentials—they are the equal of the finest buildings money can buy.

Togan schools are a highly specialized product, developed by an organization with a broad background of experience and facilities. Their ease of erection and low cost are features well worth considering. But even more important, is the solid, enduring character of their construction.

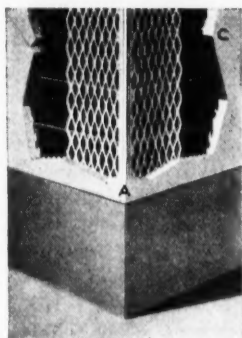
For communities where the cost of an elaborate masonry structure would prove a burden, Togan schools provide a logical, practical way to secure all the vital essentials of modern schoolhousing at a remarkably low cost. It will pay you well to investigate. A new catalog is ready. Send for it.



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MILCOR

"Expansion" Casings eliminate expensive wooden door-and-window trim. This modern metal product should be built into every school, for economy, better appearance, greater permanence, lower decorating cost, less upkeep expense and for the improved sanitary conditions which are thus assured.

Famous school architects have adapted Milcor "Expansion" Casings and other Milcor products very successfully to school-room requirements. We shall be glad to extend to you the benefit of our experience, without cost or obligation.



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FIRE finds no hiding place in which to stalk its victims and leap unexpectedly upon its prey, if walls and ceilings are plastered on Milcor Metal Lath and allied products.

Even should Fire succeed in seizing upon the combustible furnishings of a room, it is blocked when it reaches walls protected by Milcor products. Plaster on Milcor Metal Lath, even with wood stud construction confines Fire to the room in which it starts for at least one full hour.

In addition to supreme firesafety, Milcor construction offers greater rigidity and permanent freedom from cracks, streaks, sagging and other dangers that mar appearance and cause expensive repairs.

Before you build a new school or remodel the old one, find out all about the complete line of Milcor metal building products.

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FIRESAFE METAL BUILDING PRODUCTS

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The 80-page Milcor Manual contains important technical facts on metal lath construction and Architectural Specifications for firesafe buildings. There are many methods and products described in this Manual, with which you should become familiar before deciding on any construction expenditures. Milcor engineers will be glad to cooperate with your Building Committee, without cost or obligation.

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PERSONAL NEWS OF SUPERINTENDENTS

From Superintendent to Banker

Dr. W. C. Wood, formerly state superintendent of schools of California, has been appointed by the governor as supervisor of the banks of the state, at twice the salary he received as state superintendent of schools. Mr. Wood won the appointment because he is in no way associated with any of the leading groups of banks, and because of his intelligence, executive ability, honesty, and independence of any factor in the banking world.

Dr. Wood is among the leaders in educational administration. Only three other state superintendents have been called upon to make as heroic a fight against as bitter enmity as Dr. Wood has had to make, and no educator has won as complete a victory as did he. In his new work he will be called upon to render inestimable service to the cause of education in emergencies.

PERSONAL NEWS OF SUPERINTENDENTS

—Mr. J. F. McCarthy has resigned from the superintendency of the Creston, Wash., schools to give attention to business interests. Mr. McCarthy is succeeded by Mr. Solano Moffett, who was formerly superintendent at Milan, Wash.

—Mr. George B. Miller, of Aberdeen, Wash., is serving his twentieth year as head of the school system. Mr. Miller has been reelected for a new three-year term.

—Harry B. Penhallow was appointed director of high-school organization by the New York City board of education. He succeeds Herman D. Wright who was promoted to a district superintendency. Mr. Penhallow is a graduate of the University of Iowa. He came to New York in 1898.

—Supt. D. E. Wiedman of Bellingham, Wash., has been reelected for a term of three years. Mr. Wiedman has completed ten years of service at Bellingham.

—Supt. Ernest D. Bloom of Twin Falls, Idaho, has been reelected for another year, with a substantial increase in salary.

—Mrs. Grace Farrell of Nogales, Ariz., has been appointed a member of the State Board of Education.

—Supt. J. E. Kitowski, of Menasha, Wis., has been reelected for a three-year term.

—Supt. Emil Estenson of East Grand Forks, Minn., has been reelected for a third term.

—Supt. G. H. Marshall of Augusta, Kans., has been reelected for a term of two years.

—Supt. J. J. Haney of Council Grove, Kans., has been reelected for another year.

—Supt. B. J. Rohan of Appleton, Wis., has been reelected for another year.

—Supt. Harlan A. Davis of Port Huron, Mich., has been reelected for another year, beginning with July, 1927.

—The announcement is made by Dr. H. B. Millhoff, president of the board of education, Dayton, Ohio, that Supt. Paul C. Stetson will be retained for three years when his contract expires September 1, 1927. Dr. Millhoff said: "We have no desire to replace the superintendent. In fact, we doubt if it could be done very handily. We realize Mr. Stetson is ranked with the leaders in his field throughout the country, and Dayton would be foolish to permit him to leave if he can be retained."

—The school authorities of Orange City, Iowa, asked Supt. H. A. Minkler to resign on the charge that he neglected the duties of his office. He promptly resigned.

—Supt. A. D. Montgomery of Sullivan, Ind., has been reelected for a two-year term.

—Supt. A. C. Dreamer of Cedar Rapids, Iowa, has been reelected for another three-year term.

—Supt. A. F. Senter of Ottawa, Kans., has been reelected for a term of two years.

—Mr. H. E. Nesman has been elected superintendent of schools at Walled Lake, Mich.

—Supt. C. E. Rogers of Johnson City, Tenn., has been reelected for another school year.

—Supt. J. E. Erickson of Hillsdale, Mich., has been reelected for another two-year term.

—Supt. A. J. Smith of Clarksville, Tenn., who retired on February 1 after a service of thirteen

years, was presented with a watch and chain and a handsome brief case by the faculties of the several schools in the district.

—Mr. William E. Ewing, formerly principal of the high school at Pasadena, Calif., has accepted the position of assistant superintendent of schools at Oakland. Mr. Ewing received his early education in the Indiana State Normal School and the University of Indiana. He is a graduate of the Stanford University of California and holds a degree given by the University of California. He has held various principalships in California schools. He had formerly taught at the California Polytechnic School and at the Cogswell Polytechnic College, and previous to serving as principal at Pasadena, he had held the principalship at Oakland.

—Supt. A. F. Voigt, of Canova, S. Dak., has been reelected for an eleventh term as head of the schools.

—Supt. John C. Hammer has been reelected at Newport, Tenn., for another term.

—Supt. Carl Horn of Bad Axe, Mich., has been reelected for another year.

—Mr. M. L. Combs, formerly high-school supervisor of Virginia, has been appointed as head of the new research division recently established in the state education department. Mr. Combs holds a degree given by the University of Chicago and has recently completed a special course at Harvard University.

—Supt. R. W. Bardwell of Rock Island, Ill., has been reelected for another school year.

—Supt. C. W. Kline has been reelected as head of the east side schools at Waterloo, Iowa.

—The office of third assistant superintendent of schools has been created at Columbus, Ohio.

—Mr. Willard E. Givens, formerly assistant superintendent of schools at Oakland, Calif., has been appointed head of the school system at San Diego. Mr. Givens succeeds William J. Cooper, who has become state superintendent of public instruction.

—Mr. Roy R. Banner of Bramwell, W. Va., has been elected to head the Ceredo-Kenova schools.

—Mr. J. M. Smyth of Canton, Miss., has been reelected for another two-year term.

—Supt. D. A. Van Buskirk of Hastings, Mich., has been reelected for another year.

"Williams' Reversible Window Fixtures"



LIBERTY HIGH SCHOOL, BETHLEHEM, PA.

RITTER & SHAY, Architects, PHILADELPHIA

IN THE LIBERTY HIGH SCHOOL, Bethlehem, Pa.

The installation of Williams Plank Frame Reversible Windows in the Liberty High School, Bethlehem, Pa., again typifies their adaptability and national acceptance in schools.

Architecturally, the lines of the double hung windows are retained and no special frame or sash construction is necessary. Cost is conservative—the elimination of weights, cords and pulleys, the substitution of a plank frame for a box frame, bring the cost to that of a good double hung window.

Let us send you further particulars and list of installations near you.

The Williams Pivot Sash Company
E. 37th St. and Perkins Ave. Cleveland, Ohio.

OUTSTANDING FEATURES:

*Ideal Overhead Ventilation
Reversibility for Inside Cleaning
Greater Light Area
More Weathertight Construction
Better Shading Facilities
Simplified Frame Construction
Weightless Windows*

Williams Reversible Window Equipment is installed only by factory trained mechanics, assuring efficient workmanship and proper operation of equipment.



The complete reversibility of the sash permits window cleaning from inside of the room with ease and absolute safety.



Provides ideal over head ventilation facilities by merely tilting either or both sash.

—Supt. C. J. Creaser of Ithaca, Mich., has been reelected for a two-year term.

—Miss Lela A. Manville has been reelected as head of the schools of Silver City, New Mex.

—Mr. A. G. Miller has been elected superintendent of schools at Waycross, Ga.

—Supt. W. M. Wallack of Girard, Kans., has been reelected, with an increase in salary.

—Supt. F. C. Gardner of Abilene, Kans., has been reelected for another year.

—Supt. R. W. Kraushaar of Mobridge, S. Dak., has been elected for another term.

—Mr. A. H. Covell has been elected superintendent of schools at Oneida, N. Y., to succeed H. C. Hardy, who leaves at the close of the school year.

—Charles Irvin Kingsbury, superintendent of the fourth educational district of New York State, died recently after a service of more than fifteen years in the district. Mr. Kingsbury was elected president of the New York Association of School Superintendents at the last meeting held in the fall of 1926.

—Mr. W. A. Stacey, formerly superintendent of schools at Abilene, Kans., has been appointed assistant superintendent of schools of the state department.

—Mr. J. Wilmer Kennedy, who recently retired as assistant superintendent of schools of Newark, N. J., was given a testimonial dinner by his associates and friends.

—Supt. J. L. Breckenridge of Coeur d'Alene, Idaho, has been reelected for another year.

—Supt. R. G. Vinson of Summerville, Ga., has been reelected to serve his third term as head of the school system, with a substantial increase in salary.

—Supt. Roy M. Andrews of Mexia, Texas, has been reelected for a two-year term. Mr. Andrews is a graduate of Southwestern University and of Stanford University and has completed his first year at Mexia.

—Supt. Emil Estenson of East Grand Forks, Minn., has been reelected for a third term, at a substantial increase in salary.

—Dr. I. M. Allen, superintendent of schools of Highland Park, Mich., has been reelected for a three-year term, at a salary of \$9,000, \$9,500, and \$10,000 respectively.

—Associate Superintendent Harold G. Campbell has been assigned to take charge of the building program work of the New York City schools which

had been in the hands of Dr. Edward B. Shallow until his death in February. Mr. Herman H. Wright, the new district superintendent, has been assigned as assistant to Mr. Campbell in the high-school division.

—Miss Margaret Rae, formerly principal of Public School 1, Manhattan, New York, has been elected district superintendent of schools.

—Dr. W. L. Ettinger, former superintendent of schools of New York City, was appointed in February as superintendent-emeritus of schools, at a salary of \$12,000 a year for life. Dr. Ettinger is 64 years old and has been connected with the board of education of New York City for 42 years.

Authority to create the position of superintendent-emeritus was conferred by special act of the state legislature, after which it required the concurrent action of the board of education and the city board of estimate.



H. CLAUDE HARDY,
who resigned his position as superintendent of the Oneida, N. Y., schools to accept the superintendency of the White Plains, N. Y., schools.

—The rotary club of Lexington, Ky., has given Supt. M. A. Cassidy of that city a three months' holiday in Europe, beginning May 20.

—Mr. Howard T. Ruhl, of Prince Frederick, Md., has been elected superintendent of schools of Cecil County, Md., to succeed H. W. Caldwell.

—Mr. Walter R. Siders, of Pocatello, Idaho, has announced his resignation, to take effect at the close of the school year. Mr. Siders has completed 28 years of service with the Pocatello schools.

—Mr. A. M. Cannon, of Hood River, Oreg., has refused reelection for another year and will retire at the close of the present school term.

—Mr. F. E. Bowers, of Arapahoe, Nebr., has accepted the position of assistant inspector of high schools for the state of Nebraska.

—Miss Lucille Nicol, district superintendent of schools in New York City, was recently given a testimonial dinner at the Hotel Astor, which was attended by more than 900 teachers from Districts 45 and 46. At the conclusion of the dinner, Miss Nicol was presented with a diamond marquise ring on behalf of the teachers in these districts. Miss Nicol won her present position after a bitter court fight in which she was compelled to show proof of her eligibility and in which numerous individuals and organizations participated.

—Supt. Henry Buellesfield of Yankton, S. Dak., has been reelected for another school year.

—Supt. M. A. Bye of Thief River Falls, Minn., has been reelected for a second term.

—Supt. G. H. Sanberg of Rochester, Minn., has been reelected for a third year, at a salary of \$5,100.

—Supt. F. C. Smith of Priest River, Idaho, has been reelected for a sixth term.

—Supt. W. M. Richards of Herrington, Kans., has been reelected for a sixth term.

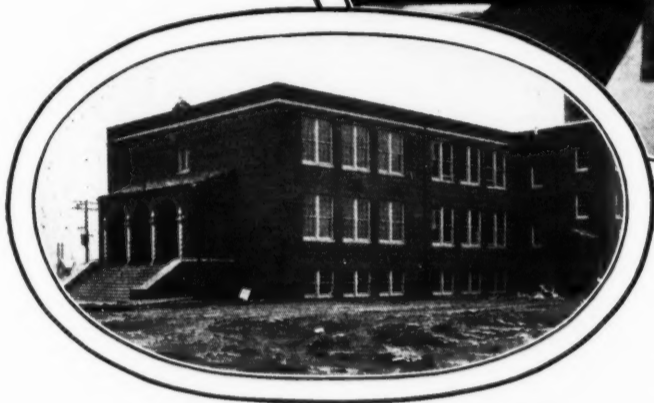
—Supt. L. C. Gee of Greenville, Texas, has been reelected for the twenty-first consecutive term.

—Mr. Charles F. Miller, formerly superintendent of schools in Elkhart County, Ind., has been appointed state superintendent of public instruction. Mr. Miller is succeeded by Mr. W. L. Adams, of Middlebury, Ind.

—Mr. C. A. Hoffman has been elected superintendent of schools at Lake Odessa, Mich., to succeed F. C. Bailey, who will pursue a special course at the Southern California University next year.

—Mr. C. S. Peterson of Galesburg, Mich., has been elected superintendent of the local school system.

(Concluded on Page 90)



St. Agnes Parochial School, Milwaukee, Wis.
Mark Pfaller, Architect, Milwaukee.

End Your "school-floor" problem

SCHOOL floors know what wear is. No wonder so many "wear out."

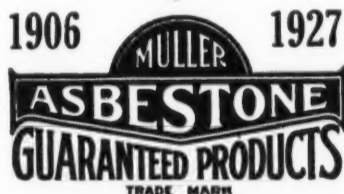
Here is the flooring which is putting an end to the "school-floor" problem — Asbestone. It is ideal from every standpoint — looks, comfort, hygiene, upkeep, cost.

Asbestone will last as long as the building. It is resilient—and easy to the tread—highly fire resistant; dustless—easy to keep clean.

Asbestone Magnesia flooring is installed in plastic form or in tiles over old or new wood or concrete underfloors.

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You have a floor that stays new.*

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As Space Savers—for Gymnasiums

ALL STEEL EQUIP COMPANY Double Tier Lockers render double service. Not only do they give long service, endure rough treatment, and always present a good appearance, but they are practical for use where space is limited, and make ideal gymnasium lockers.

Double Tier Lockers are made for service. They are as simple in construction as it is possible to make them. Three coat hooks conveniently spaced are included in every locker. For the gymnasium locker room, this double tier locker meets school requirements exactly. All-Steel-Equip Company Engineers will be glad to help plan your installation. You can reach us quickly through our nearest representative.

Automatic "Built-In" Latch

The "built-in" latch furnished on every All-Steel-Equip Company locker is another carefully supervised detail noted in the perfection of our construction. This latch is the automatic type—made in one piece. A single movement of the latch opens your door. The latch-bar is concealed behind the door reinforcement but is easily accessible. The malleable iron handle is fastened to the latch bar with rivets—so that it cannot be taken off. It is the simplest, most practical latch made—nothing to "catch" clothing on rough edges—nothing to get out of order from rough treatment. This sturdy dependable latch is a "built-in" feature of the All-Steel-Equip Company Lockers.



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KANSAS CITY—403 Hall Bldg.
LOS ANGELES—800 N. Spring St.
MILWAUKEE—610 Michigan St.
DETROIT—231 Iron St.
TOLEDO—1825 Vermont Ave.

(Concluded from Page 88)

—An entertainment in honor of Supt. E. C. Glass, of Lynchburg, Va., was held on January 14, under the auspices of the local board of education. Mr. Glass has completed his 48th consecutive term as superintendent of the city schools.

—Supt. H. W. Truemner, of Marlette, Mich., has been reelected for the next school year. Mr. Truemner has been superintendent for the last two years.

—Supt. Sidney Mitchell, of Benton Harbor, Mich., has been reelected for another two-year term.

—Mr. P. C. Lapham of New Hampton, Iowa, has been elected superintendent of schools at Charles City.

—Mr. Webster Pearce, of the Central Normal School of Michigan, has been nominated as a candidate for the office of state superintendent of schools.

—Supt. J. W. Browning of Rhinelander, Wis., has been reelected following the completion of four years of service. During Mr. Browning's incumbency, the school system has been reorganized, and many new features added. The senior high school is now affiliated with the State University.

—Dr. Ira Remsen, president-emeritus of Johns Hopkins University, Baltimore, died March 4, at Carmel, Calif., after a brief illness, at the age of 81.

Dr. Remsen was internationally known as an educator and chemist and had been honored by French and British societies for his work in chemistry. He held a bachelor's degree given by the College of the City of New York, a doctor of philosophy degree from Prussia, and an honorary degree of doctor of laws conferred by Columbia, Princeton, Harvard and other universities. He also received a doctor's diploma from the College of Physicians and Surgeons of Columbia University. He was the last member of an illustrious group gathered by Daniel Coit Gilman in 1876 to form the original faculty of Johns Hopkins University.

While Dr. Remsen was the author of a number of textbooks on chemistry used in the schools and colleges of the country, he was distinctly a teacher. He never sought any commercial advantages from his studies, and was never known to take out a patent on any of his discoveries. He gave his time to the subject of chemistry and exerted a powerful influence in the sphere of applied chemistry.

—Supt. Charles P. Lynch of Lakewood, Ohio, will retire at the close of the school year after a service of sixteen years as head of the school system. Dur-

ing his long period of service, Mr. Lynch has seen the school system grow from less than 3,000 pupils to more than 10,000, and the number on the teaching staff from fewer than 100 teachers to more than 400. During this time also, the annual budget has been increased from less than a half million to more

than a million and a half, and the school plant has been enlarged with the erection of nine new school buildings. Mr. Lynch, who retires on an allowance given by the state teachers' retirement system, plans to devote the greater part of his time to religious education work.

Mr. Julius E. Warren, at present assistant superintendent of schools at Springfield, Mass., has been elected to succeed Mr. Lynch as superintendent of schools at Lakewood. Mr. Warren is a graduate of Dartmouth College and holds a master's degree from Teachers College, Columbia University. He has had considerable experience as a teacher, principal, and superintendent.

—H. H. Linn has resigned the superintendency of the Westpoint, Nebraska, schools. Paul M. Reid was reelected superintendent of the Syracuse (district 27), Nebraska, schools at a salary of \$2,250.

—Dr. Byron Spangler of Rockford, was elected assistant superintendent of the Mercer County, Ohio, schools. He was principal of the Rockford high school.

—Dr. John W. Abercrombie retired from the state superintendency of the Alabama schools on January 17th. He was tendered a farewell reception and presented with a splendid silver service. Dr. R. E. Tidwell, assistant state superintendent of education, who succeeds Dr. Abercrombie as state superintendent, presided, and in an appropriate address paid tribute to Dr. Abercrombie's successful work as an administrative officer. He was followed by Prof. P. W. Hodges, who reviewed Dr. Abercrombie's long career in serving the people of Alabama, and presented him with a silver service on behalf of the department staff.

—John C. Wagner, superintendent of schools at Carlisle, Pa., for 23 years, and treasurer of the Pennsylvania Education Association for ten years, died in a Philadelphia hospital February 10, at the age of 55. His death was the result of heart failure, following an operation.

Mr. Wagner was a graduate of the Shippensburg Normal School and had held several principalships before he became superintendent at Carlisle. He was an able superintendent and it was due to his efforts that a school-building program was started which provided for the expenditure of a quarter-million dollars. The school buildings advocated in Mr. Wagner's program are now under construction.

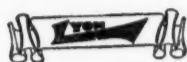
—Supt. E. P. Clark, of St. Joseph, Mich., has been reelected for another two-year term.



DR. WILLIAM L. ETTINGER,
Superintendent-Emeritus.

The appointment of Dr. William L. Ettinger, a former superintendent of the New York City schools, as superintendent-emeritus at a salary of \$12,000 a year was approved recently by the board of estimates of the city administration. Dr. Ettinger, who was retired during the Hylan administration as school superintendent after 44 years' service in various branches of the board of education, has been receiving an annual pension of \$4,675. The retirement of Dr. Ettinger by Mayor Hylan caused a bitter fight by the former superintendent's friends, and public sentiment was aroused generally. Mayor Hylan and the former superintendent frequently clashed, when the former insisted upon his policies being carried out by the board of education.

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will be in good condition after the equivalent of 165 years of ordinary use.

By superiority in design, in construction and in finish, Lyon Steel Lockers have gained such a position in the school field that Lyon installations in some cities may be counted by dozens.

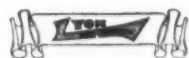
In every part of the nation Lyon Engineers have co-operated with school boards and their architects in planning for the locker equipment and they will gladly work with you. Write for literature on Lyon Steel Lockers and tell us about your plans and your requirements. Any help that can be given will be given without cost.

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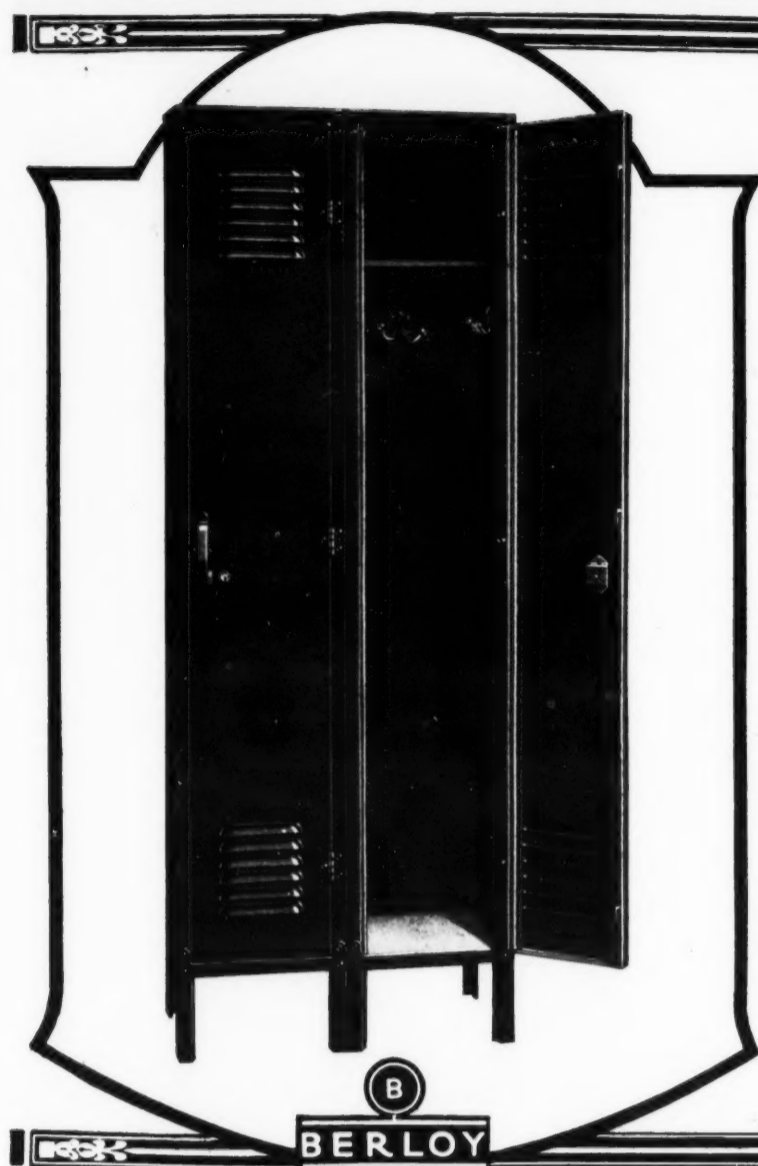
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Boston New York Philadelphia Roanoke Minneapolis Jacksonville
Kansas City Dallas Los Angeles San Francisco Chicago St. Louis

PERSONAL NEWS OF SCHOOL OFFICIALS

—Dr. C. C. Taylor of Cooper, Tex., recently completed eighteen years of service as a member of the board of education. Dr. Taylor had served as president of the board during fourteen years of his term.

—Mr. John L. Beatty has been elected business agent of the board of education at Steubenville, Ohio. Mr. Beatty, who is especially qualified for the position, will continue to have charge of the duties of clerk-treasurer. He was for sixteen years connected with the installation of materials for the Panama Canal and for the last year and a half, was special inspector of buildings for the board of education.

—Mr. A. L. Burger, formerly head of the mathematics department in the Glass high school, Danville, Va., has been appointed as clerk and business manager of the school board at Lynchburg.

—The recent death of Brooks Adams removes a man who figured large in the early history of Boston. Mr. Adams was one of the most eminent men who have served on the Boston school board, and was largely responsible for appointing Colonel Francis W. Parker to the supervisorship—now the assistant superintendency—of Boston. Mr. Adams was the last of the grandsons of President John Adams and the last of a family of three generations which had figured in the public life of the new world.

—Dr. William McClure, a member of the school board of Yakima, Wash., is enjoying a four months' European tour. Dr. McClure will visit the principal medical clinics of the continent.

—Two indictments charging embezzlement of school funds have been returned against C. E. Mullin, former treasurer of Dubuque County, Iowa, who resigned late in January. An audit of the county school funds alleged a shortage of more than \$28,000.

—Corry, Pa. The school board will take steps toward the election of a treasurer to succeed the late R. H. Palmer.

—Mr. William Gupton has been reelected as president of the school board of Nashville, Tenn. Mr. Baxter Cato was reelected as secretary.

—The school board of Flemington, Vt., at its meeting in February last, reelected the following members: L. A. Fluck, Dr. G. B. Tompkins, and Katherine R. Landis.

—Mr. Ralph Herr has been reelected as architect for the school board of Nanticoke, Pa.

—Mr. George E. Roudebush has been appointed assistant superintendent in charge of the business affairs of the Columbus, Ohio, board of education. Mr. Roudebush is a graduate of Ohio University and holds a degree given by Columbia University.

Mr. Roudebush in his new position will have charge of the business affairs of the schools, of school buildings, sites, and equipment, which allows the other two assistants to give their full time to the curriculum and the academic side of school administration.

—Mr. Andrew C. Wilson, formerly president of the board of education at Morgantown, W. Va., has been appointed secretary of the board.

—Rockford, Ill. The board of education has reappointed Messrs. Peterson & Johnson as school architects, at a salary of \$10,000; Mr. Wm. Brogunier as superintendent of buildings, at a salary of \$3,500; Mr. W. W. Haggard as principal of the high school, at a salary of \$5,500; and Mr. Frank Jensen as city superintendent of schools, at a salary of \$8,000.

—Mr. J. L. Giles, president of the board of education of South Park District, Beaumont, Tex., has been a member of the board for the past nine years and has never missed a meeting. The other members of the board are Mr. H. C. McGrew, Mr. W. M. White, Mr. R. J. Shannon, Mr. C. G. Johnson, Mr. W. S. Oldham, and Mr. J. M. Combs.

—Mr. Arthur Thayer has been reelected as a director of the Camas, Wash., school board for a three-year term. Mr. Thayer has completed a decade of service for the schools.

—Mr. J. H. Secrest, president of the board of education at Longview, Wash., has been reelected for a fourth term.

—Mr. J. H. Ross, secretary of the Bremerton, Wash., school board, has been reelected for another year.

ASSOCIATION ELECTIONS

—The Illinois Schoolmasters' Club elected B. C. Moore, of Eureka, as its president. County Supt. W. W. McCullough, Pontiac, was elected a member of the executive committee and Anthony Middleton, Peoria, was named junior member of the executive committee.

—The York County School Directors' Association has elected the following officers: President, H. L. Perry, Dallastown; first vice-president, O. S. Hoffman, Washington township; second vice-president, Mrs. Harry Mackinson, Peach Bottom township; secretary, C. Edward Saylor, Springettsbury township; treasurer, C. E. Darr, Franklin township; auditor, Willis Gilbert, Spring Garden township.

—The Beaver County, Pa., School Directors' Association has elected the following officers: President, W. T. Gordon, Rochester; vice-president, G. G. Starr, of College Hill; second vice-president, Richard W. Steffey, of Industrial township; secretary, Mrs. J. W. Wright, of Woodlawn; treasurer, Edward Gallagher, of Moon township; auditor, Dr. I. H. Todd, of Monaca. Delegates to the state convention at Harrisburg: Mrs. L. M. McCandless, of Rochester, and her alternate, Mrs. Fred Seaman, of Beaver Falls; H. J. Beck, of South Heights, and his alternate, Mrs. William Brown, of Bridgewater; Mrs. Charles Mollard, of Brighton township, and her alternate, Mrs. Jessie Mathews, of Brighton township.

ARCHITECTURAL FIRM REORGANIZES

Messrs. William K. Fellows, John L. Hamilton, L. E. Wilkinson, and James F. Gerrity, of Chicago, have announced the formation of a new partnership for the practice of architecture. The firm succeeds the well-known partnership of Perkins, Fellows & Hamilton, and will be known under the firm title of Hamilton, Fellows & Wilkinson.

Both Mr. Fellows and Mr. Hamilton have been associated for many years, and the new partners, Mr. Wilkinson and Mr. Gerrity, have been on the staff of the old firm for more than 15 years. The business will be conducted at the office building 814 Tower Court, Chicago.

REMOVES OFFICE

Mr. Carl C. Ade, A. I. A., architect and specialist in schoolhouse planning, has removed his offices to 89 East Avenue, Rochester, N. Y.



Main entrance, St. Louis University High School, St. Louis

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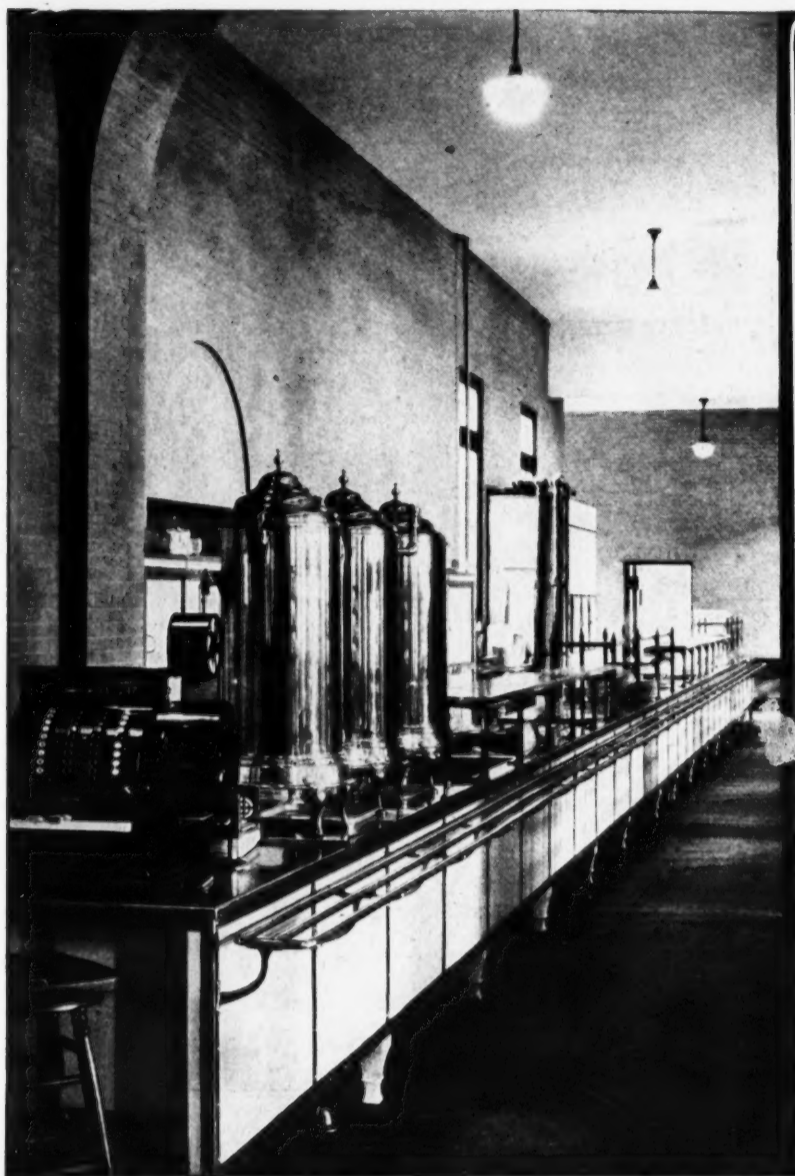
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INVITING THE COOPERATION OF PARENTS

Supt. Glenn K. Kelly of Houghton, Michigan, some time ago issued a letter suggesting better cooperation on the part of parents and teachers. The letter which is reproduced here has been particularly successful in bringing parents to the school for conference with teachers, and has improved the spirit both of teachers toward the parents and of the community toward the schools. Dear Parent:

I want to use this letter as a means of expressing my appreciation of your frankness in discussing your children's problems with the principals and myself. Parents often come to me to talk about their children when they are in trouble with their teachers. Investigation usually reveals a mutual misunderstanding between pupil and teacher. The situation is practically always remediable. Teachers, principals, and superintendent are anxious to cooperate in doing all they can for the child's success.

Much is being said these days about preventive medicine. The policy of the schools has always been that of prevention but problem cases arise in spite of the best-laid plans. In case your child should have any difficulty in school I want to invite you to come to the principal of the building where he is in school or make an appointment with me for the purpose of discussing his case. You can often help the teachers materially by giving information concerning your child's mental and physical traits, his habits, aptitudes, abilities, and characteristics of disposition.

It is such a help in the administration of our schools to have parents bring their problems to me that I want to urge you to make greater use of the services of your principals and superintendent. I think the sentiment of this business slogan should be applied to the schools, "If our goods satisfy tell others, if not, tell us." The truth is the schools cannot be markedly successful without your cooperation in the manner described in this letter.

I am always in the office on Mondays, and on other days by appointment, and shall be pleased to have you visit the school, or call at the office at any time. Sincerely yours,

GLENN K. KELLY.

MR. WOOD'S RESIGNATION

Mr. William J. Cooper, state superintendent of public instruction for California, has written a splendid appreciation of the work of Will C. Wood, his predecessor in office. Mr. Cooper writes:

"Regret over the surrender of educational leadership in California by Will C. Wood is felt by none more keenly than by him in whose hands are entrusted his unfinished work. Analyzed, however, our regret is after all selfish, for men have many loyalties—to self, to family, to friends, to state, to nation, to humanity, to God. We all have crises in which these loyalties appear to

clash. Never did man discharge his duty to friends and state more unselfishly and more courageously than did Will C. Wood. Now an easier way is offered for him to reconcile loyalty to state and loyalty to family responsibility. We wish him Godspeed in his new tasks—we know he will succeed.

"That his guidance and counsel are still available to you is evident in a congratulatory telegram received by me shortly after taking the oath of office: '... You may command me for such service as you want—Will C. Wood.' It is entirely possible, Mr. Wood, that part of this service may be performed by an inspiring lecture to your former colleagues on some such topic as, 'A Schoolmaster's Adventures in the Kingdom of Midas.'

"When in some future decade the biographer and historian take your career in hand, the many pupils and teachers whom you have impelled to greater effort will be eager to discover what stands out as most impressive of all your work. Will it be the constructive high-school legislation initiated by Commissioner Wood? Will it be the forceful and progressive leadership of State Superintendent Wood's first term, or his able generalship in the battle to save the public school during his second term? Or, will it be the educational statesmanship of Will Wood, state director of education, that will command most consideration?

"Perhaps all I need say in this brief word of appreciation is summarized by H. G. Wells: 'He was an exceptionally bold and creative man, and he was a schoolmaster, and that is perhaps as near as one can come to a complete incompatibility of quality and conditions.' W. J. C.

THE SCHOOL TERM IN NORTH CAROLINA

The State Education Department of North Carolina has completed a study of the school term in the state, showing the average length of the term, and attendance by term in the several communities of the state.

The report shows that the average length of the school term for the several administrative units varied widely—from 120 days in many rural school to 182 days in the city schools. The average rural school was in session 139.6 days for white children and 127.5 days for colored children. The city schools had an average of practically nine months for both white and colored races.

It is shown that considerable improvement has been made from year to year in the number of pupils attending school having longer terms. Nearly 100,000 additional white children and 19,000 additional colored children have been provided with an eight months' term or longer since 1922-1923. At present, 382,646, or 67.82 per cent, of the total white enrollment are in schools with a term of eight months or more; and 76,431, or 30.01 per cent, of the colored enrollment are in long term schools.

In 1922-23 there were 429,368 children who did not have the opportunity of an eight months' school term. In 1925-26 there were 360,707 children in schools having terms of less than eight months. Of this number, 356,044, or 98.7 per cent, were rural children.

Thirty-five per cent of the rural white children and 81.7 per cent of the rural colored children are provided with the minimum school term of six months. No city white child and only 2.1 per cent of the city colored children are enrolled in schools having the minimum term of six months as provided by the state law. It appears that the longer the school term the more desirable conditions are for the school children of the state.

In the city schools all children, both white and colored, could go to school eight months or more during the year. In fact, nearly all the city children had the opportunity of a nine months' school term.

SHIPPING THREE SCHOOLHOUSES

With three schoolhouses complete as a part of her cargo the steamer "Boxer" sailed from Seattle for Alaska, as announced by the U. S. bureau of education. The schoolhouses which are in knockdown shape and ready for erection are intended for Chanega on Prince William Sound, Chitina on Copper River above Cordova, and the third for Old Harbor on Kodiak Island, 80 miles west of Kodiak.

The vessel will also have supplies and equipment for the industrial school at Eklutna, 28 miles south of Anchorage on the government railroad.

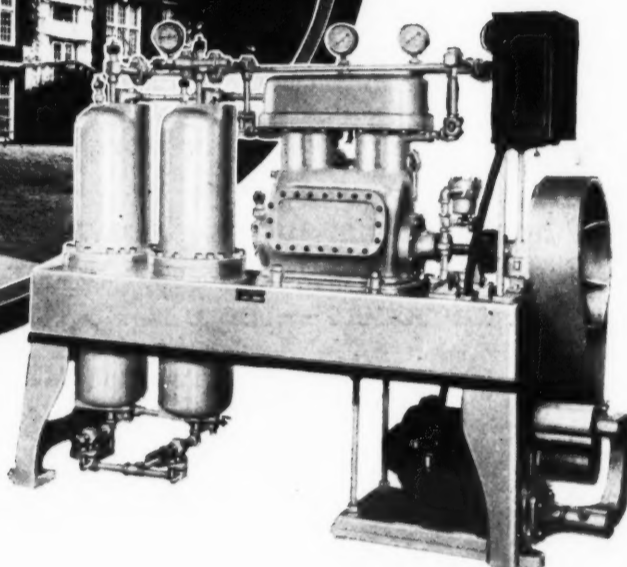
—Mr. C. Slayton Pearson has been elected superintendent of schools at Galesburg, Mich.

—Mr. J. B. Ranger of Hesperia, Mich., has been elected superintendent of schools at Hartford.

—Mr. W. O. Renner, superintendent of schools at Lexington, Ohio, died on March 5th, at Van Wert.

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For its drinking water system and cafeteria service, your school deserves dependable Lipman Full-Automatic Refrigeration. In the promotion of sanitation and health, it is just as essential as light, heat, and ventilation.

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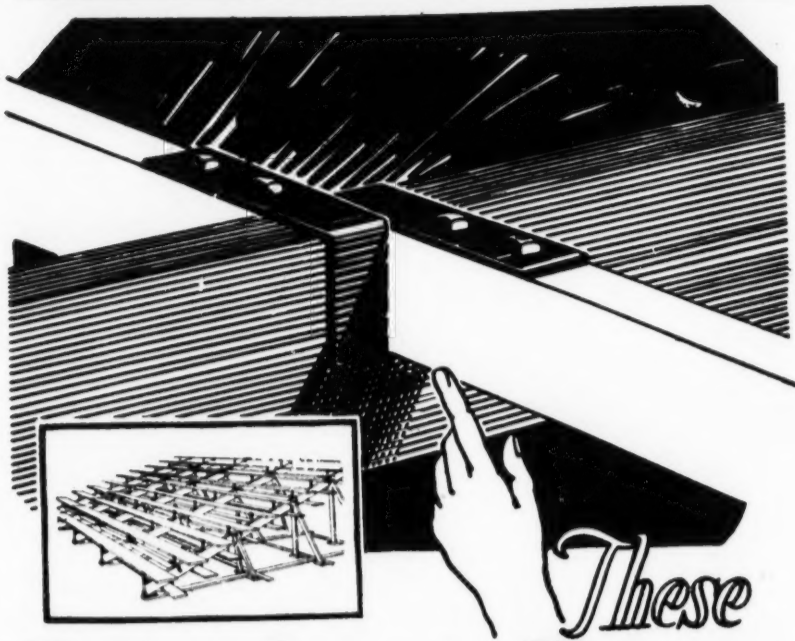
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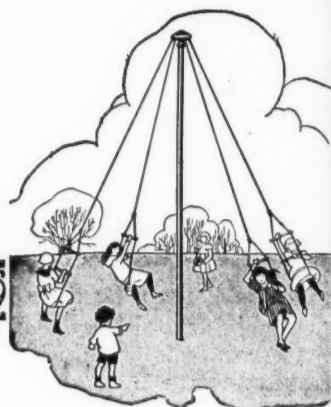
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BUILDING NEWS OF THE SCHOOLS

SOMETHING ON SCHOOLHOUSE ACOUSTICS

"In effecting desirable acoustical conditions in a schoolhouse, special care should be given to the walls, floors, and ceilings of manual-training rooms, gymnasiums and auditoriums" said R. F. Norris of Madison, Wisconsin, in addressing a meeting of engineers. He continued:

"For the classrooms and offices, ordinary tile partitions plastered on both sides serve nicely. The walls of the auditorium, manual-training room, and gymnasium should be double with an efficient sound-absorbing material such as hairfelt, flax-li-num or balsam-wool between. The ceilings of these rooms should be false ceilings, with sound-absorbing material between them, and the floors above them. The floors may be neglected if these rooms have no classrooms below them, as is usually the case. The machinery in the manual-training room should be set on cork tile in such a way that there is no direct metallic contact between the machines and the floor. This is to eliminate possible vibrations in the building structure.

"The gymnasium floor should be of wood, and should have padding laid below to make it slightly resilient rather than soundproof. The soundproofing thus provided is, nevertheless, a decided benefit.

"The halls in our school should be carefully deadened. This may seem to be an unnecessary precaution until we consider that from these halls doors open into every room in the building, and all of the halls are linked together by stairways. If a door is slammed anywhere in the building, a train of sound waves will be started which will in a moment fill all of the halls and penetrate into all of the rooms. This single noise will distract the attention momentarily of possibly 500 pupils, and once a child's attention wavers, it is likely to be gone for good. To prevent this, sound-absorbing material should be placed in the halls. If they are properly deadened, little sound from them will enter the classrooms.

BUILDING NEWS

—Boston, Mass. The school board has approved an appropriation of \$2,889,587 for land and build-

ing items. The appropriation will be used to meet the cost of new land and buildings, and the additional cost of land and buildings previously authorized. The appropriation was made upon the request and with the approval of Supt. J. E. Burke.

—East Jackson, Mich. The citizens have voted to erect an addition to the high school, at a cost of \$85,000. The building will contain a gymnasium-auditorium, shower and locker rooms, and nine classrooms. The Warren Holmes-Powers Co., Lansing, Mich., are the architects.

—Flushing, Mich. A bond issue in the amount of \$160,000 has been voted for a new high-and-grade school. The building will be erected from plans prepared by the Warren Holmes-Powers Company, of Lansing, Mich.

—Jamestown, N. Y. The board of education on March 10 received bids on \$750,000 in school bonds. The bonds were issued in coupon form and bear interest at the rate of four to four and one-half per cent.

—The school board of Tredyffrin Township, Chester County, Pa., has erected two eight-room grade buildings, with cafeteria and play space in the basement. The buildings are each one-story high and were erected from the proceeds of a bond issue of \$275,000.

—The school district of Latah, Wash., has completed the erection of a gymnasium-auditorium addition. The building is 44 feet by 100 feet and cost about \$13,000. Both the gymnasium and the auditorium are used for general community purposes as well as school use. The gymnasium is adequate for all school purposes and space is provided for an auditorium accommodating 600 persons.

quate for all school purposes and space is provided for an auditorium accommodating 600 persons.

—The Sunnyland School at Bellingham, Wash., was recently occupied. The building offers some relief from crowded conditions in two schools.

—The names of Abraham Lincoln and Samuel J. Tilden have been selected for two new Brooklyn High Schools to be included in the 1927 building program.

—Stamford, Conn. Contracts have been awarded for the erection of a modern high school. The building will house 2,500 students and will cost a million-and-a-quarter dollars. It will be completed in September, 1928.

—Hempstead, Texas. The school board will erect a school for colored pupils.

—Petersburg, Va. The Bolling Junior High School, which was completed in February, 1927, is a three-story, fireproof structure, providing 31 classrooms, an auditorium, and a cafeteria. The building has been named in honor of Miss Anna P. Bolling, who was principal of one of the schools from 1878 to 1907.

—The school board of Steubenville, Ohio, has completed an extensive building program covering a period of a year and a half. The Harding School, one of the most beautiful buildings in the state, was completed and occupied last September. The building has a gymnasium, a cafeteria, and is provided with every facility regarded as worth while in a school building.

A second building, which is equipped similar to the Harding School, provides approximately sixty classrooms. It will be occupied about Easter-time.

—By a vote of 60 to 38, the citizens of St. Regis Falls, New York, have voted to issue bonds in the amount of \$150,000 for a new high-and-grade-school building. Construction work will be started in the spring.

—The school building program of the New York City board of education has provided sittings for 282,218 pupils in 231 elementary high-school and special school buildings during the period from May, 1920, to February, 1927, according to Supt. William J. O'Shea.

The report shows that between May, 1920, and June, 1926, the city built 210 school buildings providing 254,714 sittings for which the appropriations amounted to \$161,434,200.

IMPORTANT SCHOOL-BOND SALES OF THE PAST MONTH

February to March	
MICHIGAN—Springwells Tp., Unit Sch. Dist.	\$ 720,000
MISSOURI—Kansas City, Sch. Dist. I. I.	
Cammack, Supt.	1,000,000
NEW JERSEY—Newark, School, David B. Corson, Supt.	2,300,000
NEW YORK—Cheektowaga, Sch. Dist. No. 9.	360,000
NEW YORK—New York, School Construction, Dr. Wm. O'Shea, Supt.	500,000
NEW YORK—Oyster Bay, Union Free Sch. Dist. No. 1, B. E. Whittaker, Supt.	350,000
NEW YORK—Yonkers, School, Series A, Lamont F. Hodge, Supt.	700,000
OREGON—Multnomah Co., Sch. Dist. No. 1, W. C. Alderson, Supt., Portland, Oreg.	776,000
PENNSYLVANIA—Philadelphia, Sch. Dist., Edwin C. Broome, Supt.	3,000,000
TEXAS—Ft. Worth, Ind. Sch. Dist., M. H. Moore, Supt.	750,000
WASHINGTON—Yakima Co., Yakima Sch. Dist., Mae Mark, Supt., Yakima, Wash.	250,000

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Junior High School
Des Moines, Iowa*



AFTER searching investigation, Tontine Shades have been chosen exclusively for the new Junior High School, of Des Moines, Iowa, designed by Proudfoot, Rawson & Souers, architects of Des Moines, and recently completed at a cost of \$630,000. The installation was made by Yonkers Bros.

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WINDOW SHADE

Since June, 1926, 21 additional structures have been completed, or are in process of construction, raising the total to 231 buildings and 282,218 sittings, or an average of about 38 buildings and 47,036 sittings each year. Most of the new schools are in the Boroughs of The Bronx, Brooklyn, and Queens because of the rapid growth in population and registration.

The report was prepared by Dr. Edward B. Shallow, late associate superintendent of schools, and has been praised as a fine record of achievement. The report shows that the population and enrollment of the city has increased 80 per cent since 1900, or from 3,437,202 inhabitants and 523,419 pupils in that year to 6,000,000 inhabitants and 1,080,836 pupils in 1926. The annual gain before the war was about 100,000, of whom approximately 20,000 were children of school age.

—Virginia aids school authorities in building projects. State Superintendent Harris Hart of Virginia, says: "Upon invitation from the local school board, or division superintendent, a visit is made to the site of a proposed school building, or assistance is offered in selecting a site for a proposed building, grades are taken of the selected site, and conferences are held with the local board, or superintendent, relative required and proper accommodations, costs, and the various details preparatory to planning a school building. With this data before the division completed plans are prepared, along with specifications, including all forms preparatory to letting the contract. Blue prints and specifications are mailed to the school board, or the superintendent, gratis, with the exception that a charge of \$2 per set is made to cover the actual cost of blue printing. This charge is passed on to the contractor, who makes a deposit for plans, from which deposit the \$2 is retained, and the school board is then billed for the plans actually furnished to contractors. No charge is made for file copies retained by the school boards."

—The new \$2,700,000 Jamaica high school of New York City, which houses 3,900 students, has been completed. Students living in the outskirts of the Borough of Queens will be conveyed to the school by busses. Dr. Charles H. Vosburgh is the principal.

—The school-building program of Seattle, Washington, which is to be submitted March 8 in the form of a bond issue, calls for \$2,400,000. Over 5,000 children are now housed in temporary and

portable buildings. The program seeks to provide accommodations for 2,000 high-school students, 2,500 intermediate and 1,340 elementary pupils:

—Falmouth, Mass. The citizens have voted an appropriation of \$100,000 for a new school. The building will be ready for use next fall.

—Under an arrangement between the Wisconsin State Education Department and the Industrial Commission, all school-building plans submitted to the latter for approval, have for several years

been submitted to the state department for constructive criticism. The plan places at the disposal of school boards advice which in many cases has prevented serious defects in arrangement, etc., in the original plans. The same careful attention is given to rural schools that is given to pretentious structures and the advice, though suggestive only, has in most cases been gratefully received and heeded. Dr. Hans Schmidt is the expert in charge for the state education department.

(Continued on Page 100)

RATING OF HAMTRAMCK SCHOOL BUILDINGS

□ Excellent ▨ Good ▩ Fair ■ Poor

	Location	Playground	Landscape	Architecture	Construction	Lighting	Heating & Ventilating	Plumbing	General Condition	Expensiveness	Flexibility	Administration	Height	Basement	Safety
Carpenter	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Dickinson	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Holbrook	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Kosciuszko	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Playfair	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Whitney	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
High School	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Junior High	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Vocational	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

THE CITY OF HAMTRAMCK, MICH., IS RECEIVING THE BENEFIT OF A CONTINUOUS BUILDING SURVEY CARRIED ON BY PROFESSOR ARTHUR MOEHLMAN OF THE UNIVERSITY OF MICHIGAN AND A GROUP OF HIS ASSOCIATES.

The above outline is a part of the study made in the fall of 1926 as the basis of improving the school plant during the year 1927. Similar studies are to be made from time to time to determine certain phases of the adaptability of the school plant to educational needs, hygiene, sanitation, etc., etc., to keep the school plant continuously at the best possible efficiency.



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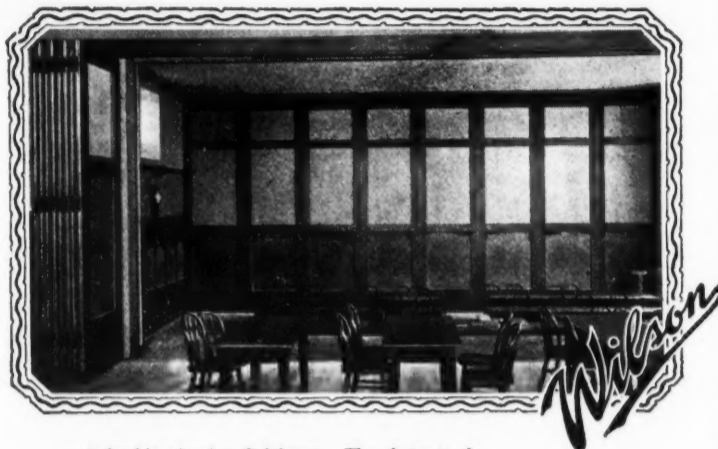
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A flexible school in California. The chairs in the foreground are on the auditorium stage. Behind the closed partition is a row of class rooms. Note blackboards on partitions.

(Continued from Page 98)

—A building survey of the schools of Nashua, N. H., has been undertaken to provide material on which to base recommendations for improving the housing conditions of the school system.

—Schenectady, N. Y. Supt. A. J. Stoddard has presented to the board of education a preliminary program for 1927 covering the building needs of the schools for the next five years. The program covers an expenditure of \$1,100,000, excluding the cost of a new high school.

—Toledo, Ohio. The school board has expended \$2,500,000 during the past year for new schools. A high school will be erected at a cost of \$2,000,000.

—New York, N. Y. The school board has voted to erect seventeen new schools, including three high schools. Two of the new high schools will be located in the Borough of Brooklyn and one in the Borough of Manhattan. Fourteen elementary schools will be erected, of which six will be located in the Borough of Queens, and four in Brooklyn.

—A new high school has been occupied at Fillmore, N. Y. The building houses a kindergarten, eight grades, and a four-year high-school department and training class.

—A new elementary school was dedicated at Glen Head, N. Y., in February. The building contains eleven classrooms, a gymnasium, and auditorium, and cost \$200,000.

—The new Oakdale School in Union, Broome County, N. Y., was completed last fall, at a cost of \$37,500. In addition to classrooms, it contains a library and a combination auditorium-gymnasium.

—The cornerstone of the Sayville, N. Y., high school was laid in January. The building contains 21 classrooms, an auditorium, a gymnasium, and an administrative department.

—Erwin, Tenn. The school board plans the erection of a high school this year.

—White Plains, N. Y. The school board has voted to erect a high school and athletic field, to cost about \$200,000.

—Chester, Pa. Mr. P. S. DuPont has made a gift of \$160,000 for the erection of an addition to the Unionville Consolidated and Vocational School. The completed building will provide accommodations for 800 pupils.

—Kansas City, Mo. The board of education has asked for another bond issue of five million dollars for school-building construction.

—Pontiac, Mich. The board of education has informed the citizens' committee on school-building

requirements that a building program involving an expenditure of \$2,000,000 will be needed to meet the existing and future building requirements. Only the most pressing building projects will be taken up in the preliminary part of the program.

—Mission, Tex. A contract was let in February for the construction of a school to cost \$85,000. The building will be erected from plans prepared by Architects Adams & Adams, San Antonio, Tex.

—State Fire Marshal J. G. Gamber of Illinois reported a fire loss in school property in January almost as large as the entire 1926 loss and cautioned school officials in regard to the safety of pupils. The marshal reported 24 school fires, with a loss of \$603,380 during one month, while the entire loss for 1926 was estimated at \$752,676. He urged that school officials see that no fire hazards are permitted to remain and that ample exits be provided for emergencies.

—Washington, D. C. The five-year building program of the school board will be held up indefinitely until a new study of the school conditions has been made. It appears that certain alleged discrepancies have been found in the district appropriations bill and the superintendent of schools has been charged with wastefulness and extravagance.

—Houston, Tex. The school board will complete its building program with the granting of permits for six additional schools costing \$1,000,000. The entire program involved an expenditure of \$4,000,000.

—Poplar Bluff, Mo. The school board has effected a complete revision of the insurance policies covering the school buildings. The buildings have been revalued on the eighty per cent plan involving \$288,000 worth of school property. Under the new plan, the premium will be lower, with a greater insured coverage than under the old plan.

—Pittston, Pa. The school board has completed contracts under which more than \$600,000 worth of insurance has been distributed among 24 fire-insurance companies. The policies are based on the eighty per cent coinsurance plan and the agents are required to place the insurance with foreign companies.

—Decatur, Ala. The school board will shortly ask the voters to approve a bond issue of \$50,000 for building and improving schools. The bonds will bear an interest rate of not more than five and one-half per cent.

—Albion, Mich. The school board has selected the name Washington Gardner High School for the

new high school at present under construction. A feature of the building will be a tower on which will appear the name of the school.

—Columbus, Ohio. The school board has completed plans for its 1927 building program which calls for an expenditure of almost \$1,000,000. The program calls for the completion of the West High School, at a cost of \$400,000; the construction of the Indianola Junior High School, at a cost of \$400,000, and an open-air school, to cost \$125,000.

—Brookline, Mass. The school board has completed plans for an extensive building program covering the next few years. The board has asked the town to appropriate \$25,337 for an assembly hall and \$12,400 for work at the Winthrop School.

—A suit was brought at Delphi, Ind., to enjoin the consolidated school district from proceeding with the erection of a school building. It was charged that the township trustees had not entered into an agreement for the city-township consolidation.

—Orrick, Mo. A special election was held to vote bonds in the amount of \$39,500 for a new school.

—Seale, Ala. The voters have approved a three-mill district tax for the erection of a four-room school. The building will house the lower grades and will relieve the present congestion in the other school.

—Olin, Iowa. A group of farmers who sought to dissolve the Olin consolidated school and to prevent the issuance of bonds for a new school, lost their case in February, in the Jones County District Court. The losers intimated that they would appeal the case to the Supreme Court.

—Disclosures of the Binghamton, N. Y., Press of conditions existing in the city schools have borne fruit and steps have been taken by the board of education to remedy the conditions cited. The faults in lighting, exits, stairway facilities, and other items were revealed in a series of articles on the city school system which proved helpful to school officials and instructive to parents.

—The school board of Milwaukee, Wis., in a meeting to consider the pressing need for additional accommodations, discussed the erection of "skyscraper" buildings of five or six stories, and equipped with elevators. The plan would apply to high schools and would, it is believed, solve the problem at the Lincoln High School where the building of additions has been held up for years because of lack of building space.

(Concluded on Page 102)

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Melodies and Instrumental Combinations

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(Beethoven) Cornet Duet. *Flute Melody* (Indian) Flute. No. 20164, 75c

Morning (Grieg) Flute, Oboe and Piano. *Vivante Bachus* (Mozart) Piccolo, Bassoon and Piano. *Canzonetta* (Gaspari) Violin, 'Cello and Harp. *Serenade* (Schubert) Cornet, Trombone and Piano. *Lullaby* (Emmett) Bells and Celeste. *Go, Pretty Rose* (Marzials) Violin, Flute and Piano. No. 19926, 75c

Cavatina (Beethoven) Oboe, French Horn and Piano. *Romance* (Halevy) Clarinet, Bassoon and Piano. *Shepherd Song* (Wagner) English Horn and Piano. *Coronation March*

(Meyerbeer) Bass Clarinet and Piano. *Air from "La Juive"* (Halevy) English Horn, Viola and Piano. *Voice of Love* (Schumann) Flute, 'Cello and Piano. No. 20150, 75c

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CASALS. No. 1143, \$1.50

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(Concluded from Page 100)

—Fremont, Ohio. Plans for an extensive building program have been recommended by Supt. E. F. Schweikart.

—Cambridge, Mass. The city auditor, in a report to the board of education, has shown the additions to the tax rate which will be necessary to care for the proposed \$5,000,000 school-building program.

—Millburn, N. J. The board of education has adopted the building program outlined in the report of Dr. Frank B. Jewett, a member. The plans will include two school additions and the purchase of a site for a school.

—Wauwatosa, Wis. The board of education contemplates the erection of a high-school building, to cost approximately \$600,000. The building will be erected in three units covering a period of three to five years. The first unit, which will be built in 1927, will be an academic and heating unit, to cost about \$250,000. The building will be erected from plans prepared by Architects Herbst & Kuenzli, Milwaukee.

CONSULTING ENGINEERS FOR NEW BUILDING CONSTRUCTION

School authorities who employ architects for new school-building work will be interested in a statement on the employment of consulting engineers and their relations to architects. The statement is made by the American Institute of Architects and presents the best accepted practice.

"The judicial responsibility of the architect is the most important of the many and varied responsibilities which he must assume when he accepts the commission to design a building and superintend its construction. Upon his good judgment, more than anything else, will depend the success of the structure. His duty to his client demands due consideration of neighborhood, and civic interests, and general appropriateness, as well as refinement of details. Bound up with his duty to his client is his duty to his profession. He must do nothing to discredit his profession.

"Honesty is the keynote of professional ethics. Honesty in construction is as important as beauty in design, and the architect who fails to produce both in his building lacks the qualifications necessary to good standing in his profession. The success of any undertaking depends upon unified control. In the case of a building operation the architect should be supreme, but he must see that the best talent obtainable is employed in designing and

supervising the details of construction and equipment, because it is impossible that the architect can adequately handle every detail in construction in this day of greatly diversified scientific achievement.

"Professional work is constantly becoming more specialized. The family doctor still looks after the health of the family, but he recommends consultation with a specialist whenever he feels that special training and experience would be of benefit to the patient.

"While it is true that contractors and material men frequently employ high-grade engineers who may be trusted, within reasonable limits, such men obviously have a divided interest, and the architect should not depend upon them for engineering, but should have the work laid out and supervised by experts whose sole interest is the good of the building.

"It is the plain duty of the architect to see that outside help is retained whenever he believes that in this way he can get men better qualified to deal with the special problem in hand, than would be the members of his own organization.

"The necessity for the services of the structural engineer, the electrical engineer, and the heating and ventilating engineer are generally recognized. Other specialized lines of engineering, not so generally known, because not required except in certain classes of buildings, are equally well developed, and the services of bank-vault engineers, acoustical engineers, and refrigerating engineers are quite as necessary in their respective fields. Too frequently the architect hopes to save his client money by assuming the responsibility for these special features. In the opinion of this committee, this is dangerous practice. Consultation with engineers who have made a special study of the complicated and unusual problems of such features, should effect first-cost economies amply justifying the expense of retaining them. Certainly the ultimate results would be very much in favor of this procedure.

"The suggestions above do not, of course, apply to a vast amount of construction work so simple in character as not to require experts, nor are these suggestions new, but are in accordance with recommendations of the American Institute of Architects, and have been considered good practice for years."

THE PORTLAND BUDGET

The board of education of School District No. 1, Multnomah County, Oregon, has one of the completest documents of its kind prepared in any city

of the United States. The actual work of preparing the budget is carried on by Mr. E. T. Stretcher, school clerk, with the assistance of the superintendent of schools, the superintendent of properties, and the business committee of the board of school directors. The budget contains, in its first section, a complete analysis of the annual receipts, including the tax levy of the state school funds. Parallel columns provide accurate figures on the actual receipts of the three years next preceding the year for which the budget is made. The 1927 budget thus shows that \$5,558,442 will be required for the next year. The summary of expenditures is complete and contains in addition a careful analysis of each major amount asked for. Items like teachers' salaries are worked out for each school and the actual salary for each teacher is accurately estimated under the official salary schedule. Expenditures for supplies, equipment, and materials are estimated on a unit basis with actual allowances for increases in activities as well as in the number of pupils.

The standard accounting system adopted by the United States Bureau of Education and by the National Association of Public School Business Officials is followed in the distribution of accounts on the basis of administration, instruction, maintenance and operation, auxiliary agencies and sundry activities, capital outlays, and debt charges.

One of the interesting tables relates to the annual obligation incurred by bond issues outstanding and proposed. This table shows exactly the amounts of the outstanding bonds, the dates when they become due, the amount of interest payable, and the several totals.

The budget shows that the revenues for 1924 were \$4,448,971; in 1925, \$4,558,561; and in 1926, \$6,206,359. The estimates for 1927 call for \$5,438,442. The state school support is made on a basis of \$1.53 per pupil. On this basis, 72,153 enrollment nets the district \$110,394. The tuition collected is about \$10,000. The interest on deposits is two per cent, and nets \$10,000. Out of the total budget of \$5,438,442, the sum of \$3,727,983 goes for instruction, \$463,085 for operating costs, and \$186,500 for maintenance costs. The debt account requires \$575,613, and supplies \$73,250, while outlays for buildings and grounds run up to \$53,000, and equipment to \$28,140. The balance is made up of a series of items covering administration and auxiliary agencies.

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Abolition of School-Board Committees

Recommended by the United States Bureau of Education

A study completed by W. S. Deffenbaugh of the United States Bureau of Education, holds that the abolition of standing committees is in the direction of expediency and efficiency. A school board can make its work more effective if it follows the practice adopted by private corporations, namely, by confining itself to the formulation of policies and assigning the superintendent to execute them.

"The board of directors of a business or manufacturing corporation," says Mr. Deffenbaugh, "employs a chief executive, adopts certain policies, and directs the executive to put these policies into operation. The superintendent or manager is held responsible for results. The board does not attempt to execute either as a board or through committees or individual board members. It does not pay a salary of \$10,000 or more a year to an executive officer and then attempt to do the things which the executive is employed to do.

"Since no individual board member of a successful manufacturing corporation would give directions to any employee, so no individual member of a board of school directors should attempt to dictate to principals, teachers, or janitors. The individual board member has no more right to do this than has any other citizen. Any authority that an individual board member may have must be expressly delegated to him by the board. There is no implied authority. The schools must be controlled by the vote of the board, and as the superintendent is the executive officer of the board all directions to principals, teachers, and other employees should be given by the superintendent.

"The tendency throughout the country is to abolish all standing committees, since such committees often tend to perform executive functions, to foster a divided rather than a centralized or coordinated form of organization, and to be a means of unnecessary delay and postponement of action.

"Every city-school-survey report in which the organization of the board is discussed recommends that there be no, or very few, standing committees."

The abolition of standing committees is definitely urged in the study by asking: Why not let the entire board act as a committee so that each member may have an opportunity to express his views and to hear the views of every other member?

As already explained the board of school directors should legislate and employ a superintendent of schools as the chief executive officer of the board. As executive officer of the board he should be charged with the following duties:

1. Attend all meetings of the board and all committee meetings.
2. Nominate all supervisors, principals, teachers and other employees. He should be required to present evidence that the persons he has recommended are qualified for the positions.
3. Recommend for discharge or retirement any employee under his direction whose influence or services are so unsatisfactory as to warrant such action, subject to the approval of the board.
4. Recommend textbooks, instructional supplies, apparatus, and equipment, and have general charge of their purchase, storage, and distribution.
5. Prepare, in conference with supervisors, principals and teachers the content of each course of study authorized by the board of education. After the board has authorized a course of study, as, a course in Spanish, the preparation of it should be in the hands of the superintendent and his assistants.
6. Determine the boundaries of school-attendance districts, subject to the approval of the board.
7. Direct the supervision of instruction in the elementary, junior high and senior high schools and in all special schools, and direct the supervision of all auxiliary agencies of the schools, as extra-curricular activities.
8. Assign, upon approval of the board, principals, teachers, janitors, nurses, and other employees of the board, to the schools where their work is to be done; transfer them from one school to another when such seems to be for the best interests of the school.
9. Prepare, in conference with the secretary of the board and others in possession of the necessary facts, the annual budget, showing in detail the appropriations necessary to meet the estimated needs of the ensuing school year, and submit the

same to the board of directors for consideration and action.

10. Have power, within the limits of the detailed budget, approved by the board, to approve and direct all purchases and expenditures, making report to the board at each monthly meeting.

11. Have general charge of the operation and maintenance of the buildings and equipment of the schools and the maintenance of grounds.

12. Report to the board from time to time concerning the achievement and progress of the school system. Prepare an annual report setting forth the conditions of the schools.

13. Direct a continuous study of the need for new school sites and school buildings.

14. Recommend plans for new buildings.

15. Keep an efficiency record of all principals, teachers and other employees.

16. Issue employment certificates and enforce compulsory attendance law.

17. Keep himself informed by study, visitation and attendance upon state and national educational meetings concerning the important educational movements and report the same to the board of directors. The necessary expenses for attending state and national meetings should be paid by the board of education.

The question has been raised whether the superintendent of schools should be charged with anything more than the educational work of the school. The answer is that everything with which the board concerns itself is for the purpose of educating the children. Educational and business administration cannot be divided among several independent executive officers. Unless the superintendent of schools has general direction of the ordering of textbooks, supplies and the like there may be delay and the work of the school suffers. If the superintendent is held responsible for results in the classroom he should have authority to see that all supplies are of the proper kind and are delivered on time.

From the foregoing list of duties it is evident that the superintendent of schools will have to delegate some of them to other employees, especially business matters and the care and upkeep of buildings. As the board is now organized, there is a secretary of the board, who also acts as business agent or manager. As secretary of the board he should perform such duties as are required by state laws and such other duties as the board of education may direct. As business manager he should act as purchasing agent, receive, store and distribute books, supplies, apparatus, and other materials and appliances directed by the superintendent of schools.

If a superintendent of buildings and grounds should be employed he should be responsible to the superintendent of schools and be charged with the following general duties and such others as the board may deem advisable:

1. Be responsible for the construction and alteration of buildings in accordance with the plans and specifications approved by the board.

2. Supervise all matters of repair.

3. Recommend to the board, through the superintendent, such janitors and other employees as shall be needed for continuous employ, and have authority to employ for brief periods such workmen as are necessary.

4. Shall be responsible to the board through the superintendent of schools for the maintenance and operation of the heating and ventilating plants and all mechanical equipment in the various schools, and for the cleaning and heating of the various buildings.

"SCIENTIFIC RESEARCH"

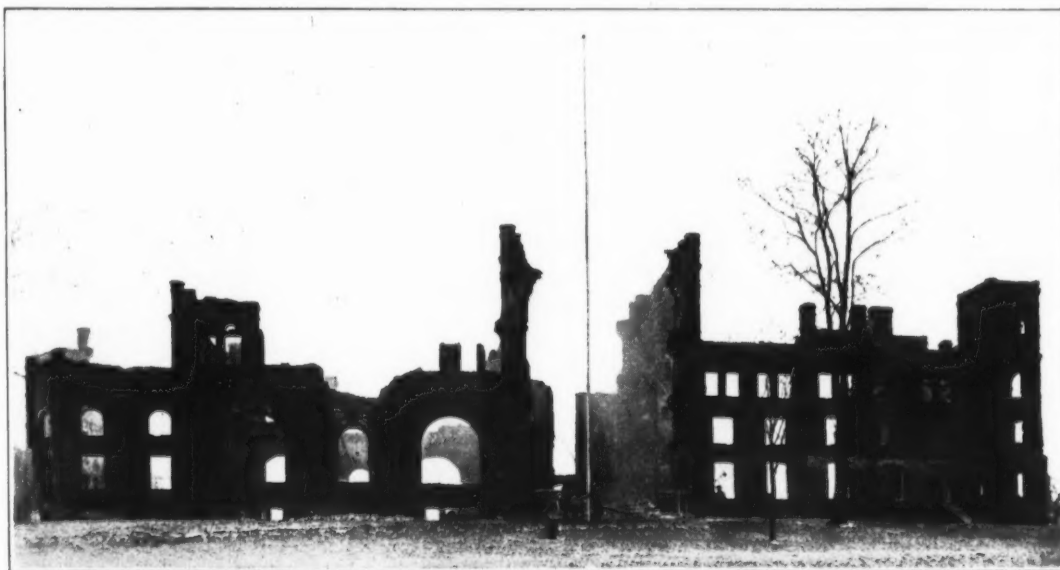
Andrew J. Peters, Superintendent of Schools, Dover, Delaware

Educational literature of today contains so much gossip about what is commonly called scientific research that apparently the term is becoming misleading, and it is difficult to determine just what is, and what is not, "research." Much of the so-called research work seems adulterated inflation, and the theses or dissertations that contain such useless data will soon take their places on the dusty, musty shelves never to be read or used any more. In fact, there seems to be so much hot air and so few cool refreshing breezes that one is reminded of what Carlyle once said: "Some people are noted for fussy littleness and an infinite deal of nothing."

Oftentimes college students are found collecting data for a thesis, that might easily be gathered by an eighth-grade student, and yet it is called research. True scientific-research work is neither the mere collecting and collating of well-known or useless data, nor the trying to find out for the unknown-hundredth time what everybody already knows, and then expressing it in ambiguous terms that can neither be properly interpreted, nor clearly understood.

A real scientist approaches the study of a problem with the eager interest of a child. To him an x appears in all the formulas of nature. Just as the first x in our first algebra lesson was a thing of interest to us, so the unexplained is the thing that really attracts the attention of the scientist. By scientific methods the scientist collects data, formulates equations, and expresses the relationship of the known to the unknown facts. If the equation is correct and the hypotheses true, then the mysterious unknown x has a value which may be found. Again, if the test of the experiment agrees with the hypotheses upon which the equation was founded, the same may be recognized as a physical law until it is otherwise disqualified by greater scientific evidence.

One of the most fascinating things about scientific research is that it makes for progress, and progress is the fundamental law of life. Let us not forget that true science, treated scientifically, helps us to see more clearly the greatest of all questions, that of God, human life, and destiny. In reality, did not God create all true science, and all real scientific laws? In them do we not have the greatest mysteries, the most difficult equations, and the hardest x 's of all to equate and solve?



BOYS' ACADEMY AT WINCHESTER, VA., DESTROYED BY FIRE.

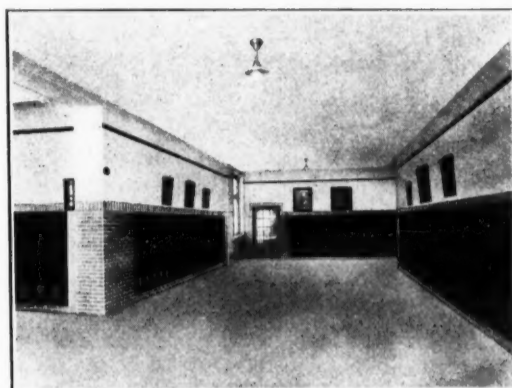
Fire destroyed the Randolph Macon Academy for Boys at Winchester, Va., recently, injuring ten of the 200 students who were forced to flee for their lives in night clothes. The blaze was discovered in the basement of the building and spread so rapidly that virtually all the students in the three stories of dormitories were forced to jump from the windows.



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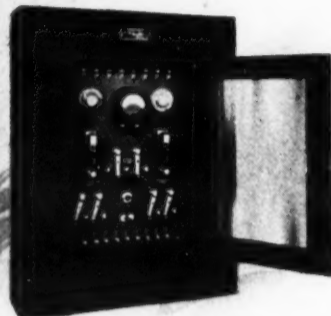
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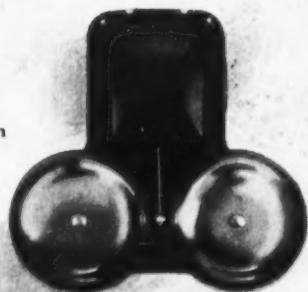


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TENURE OF OFFICE AND SALARIES OF CERTAIN CITY SCHOOL SUPERINTENDENTS

Bertha Y. Hebb

One hundred and eighty-nine cities in the United States having a population of 4,000 and over have retained the same superintendents in their school systems for a period of 15 years or more. Or, to be more exact, 44 cities have retained their superintendents for more than a quarter of a century; 55, from 20 to 25 years; and 90, from 15 to 19 years. The longest duration of time in which any of the 189 cities has retained the same superintendent is 47 years; the next longest durations vary from 40 to 44 years, 6 cities laying claim to such distinction.

Detailed information concerning the tenure of superintendents in 189 cities, together with their salaries of 15 years ago, is given in the accompanying Table 1. These data, it should be explained, may not be inexhaustible. Some superintendents in cities having a population of 4,000 and over may have held the same positions upward of 15 years, and yet may not have reported the dates of their original appointment; in which event, of course, their names are not included in this study. Likewise, as is sometimes the case, a superintendent by the same given name may have succeeded his father at the expiration of his term of office; in which event, the superintendent is not such a patriarch as might appear.

With regard to the salaries drawn by the 189 superintendents 15 years ago, the highest was that of the superintendent of Gary, Ind., who received \$6,000 per annum; the next highest, Rochester, N. Y., \$5,000; and the next, New Haven, Conn., and New Rochelle, N. Y., \$4,500 per annum each. The superintendent at Gary was the only one of these superintendents who received as high a salary 15 years ago as the maximum that was paid such officials in 1924-5

TABLE 1—TENURE AND SALARIES OF SCHOOL SUPERINTENDENTS IN CERTAIN CITIES¹

Superintendents Who Have Held the Same Offices for More Than 25 Years

Cities	Superintendents	Date of Original Appointment	Salary Received 15 Years Ago
Athens, Ga.	Geo. G. Bond	July 1, 1891	\$2,300
Athol, Mass.	W. S. Ward	April 1, 1897	2,000
Augusta, Ga.	Lawton B. Evans	Nov. 11, 1882	4,000
Aurora, Ill. (East Side)	Conrad M. Bardwell	Aug. —, 1896	3,250
Aurora, Ind.	J. R. Houston	Aug. —, 1897	1,500
Battle Creek, Mich.	W. G. Coburn	Sept. —, 1895	2,850
Beloit, Wis.	F. E. Converse	Aug. —, 1897	2,500
Bloomsburg, Pa.	L. P. Sterner	June 1, 1891	1,600
Blue Island, Ill.	J. E. Lemon	June —, 1894	3,600
Boulder, Colo.	Wm. V. Casey	—, 1894	2,500
Butler, Pa.	J. A. Gibson	June 1, 1896	2,800
Cairo, Ill.	T. C. Clendenen	July 1, 1886	2,400
Camden, N. J.	J. E. Bryan	—, 1899	3,750
Concord, N. H.	Louis J. Rundlett	Aug. 1, 1885	2,300
Cortland, N. Y.	F. E. Smith	June —, 1896	2,500
Dedham, Mass.	R. W. Hine	Aug. —, 1893	2,200
East Cleveland, Ohio	W. H. Kirk	July —, 1891	3,600
Emporia, Kans.	L. A. Lowther	Nov. —, 1896	2,000
Evanston, Ill., Dist. 76	Frederick W. Nichols	July 1, 1885	3,750
Georgetown, S. C.	W. C. Bynum	—, 1897	1,880
Granite City, Ill.	Louis P. Frohardt	Sept. 1, 1894	2,400
Greenville, Miss.	Eli E. Bass	Aug. —, 1884	2,250
Harvey, Ill.	Frank L. Miller	Sept. —, 1892	2,100
Jackson, Miss.	E. L. Bailey	June 1, 1900	2,500
La Salle, Ill.	J. B. McManus	June —, 1900	2,200
Lexington, Ky.	Masillon A. Cassidy	—, 1886	2,400
Lynchburg, Va.	E. C. Glass	Jan. —, 1879	2,725
Mobile, Ala.	Samuel S. Murphy	Sept. 1, 1900	3,000
New Haven, Conn.	F. H. Beede	—, 1900	4,500
Newport, R. I.	Herbert W. Lull	June —, 1900	3,000
Orangeburg, S. C.	A. J. Thackston	June —, 1897	1,800
Paris, Tex.	Judge G. Wooten	May —, 1893	2,500
Perth Amboy, N. J.	S. E. Shull	Sept. —, 1895	3,500
Pueblo, Colo., Dist. 20	John F. Keating	July 19, 1896	—
St. Joseph, Mich.	Ernest P. Clarke	July 6, 1899	1,800
San Mateo, Calif.	Geo. W. Hall	Jan. 1, 1894	2,400
Shenandoah, Pa.	J. W. Cooper	April 5, 1897	2,000
Spartansburg, S. C.	Frank Evans	June —, 1895	2,000
Sumter, S. C.	S. H. Edmunds	—, 1895	2,400
Tarrytown, N. Y.	Leslie V. Case	May —, 1900	2,600
Tiffin, Ohio	C. A. Krout	June —, 1900	2,000
Vancouver, Wash.	C. W. Shumway	June —, 1895	2,160
Winchester, Ind.	Oscar R. Baker	—, 1895	1,700
Winthrop, Mass.	Frank A. Douglas	—, 1897	2,500

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TABLE 1—TENURE AND SALARIES OF SCHOOL SUPERINTENDENTS IN CERTAIN CITIES (Continued)

Superintendents Who Have Held the Same Offices From 20 to 25 Years

Cities	Superintendents	Date of Original Appointment	Salary Received 15 Years Ago
Anaconda, Mont.	W. K. Dwyer	1906	1,500
Archbald, Pa.	Wm. A. Kelly	1905	2,300
Attleboro, Mass.	L. A. Fales	Aug. 15, 1905	2,750
Austin, Tex.	A. N. McCallum	July 1, 1903	1,575
Bangor, Pa.	J. W. Gruver	June 1, 1905	1,200
Blakely, Pa.	H. B. Anthony	Sept. —, 1903	3,800
Bloomfield, N. J.	George Morris	Dec. 1, 1904	1,800
Bluffton, Ind.	P. A. Allen	Dec. 20, 1906	2,000
Bowling Green, Ky.	Thos. C. Cherry	June —, 1905	1,800
Carlisle, Pa.	J. C. Wagner	July —, 1903	2,000
Clarksdale, Miss.	H. B. Heidelberg	May —, 1905	1,800
Clinton, Mo.	Arthur Lee	June 1, 1902	2,000
Cohoes, N. Y.	Edward Hayward	July 1, 1901	2,200
Denison, Tex.	F. B. Hughes	Feb. 1, 1904	2,400
Durango, Colo.	E. E. Smiley	July 1, 1906	1,200
Fredonia, N. Y.	W. B. Blaisdell	May —, 1906	2,500
Freeport, Ill.	S. E. Raines	Feb. —, 1904	6,000
Gary, Ind.	William A. Wirt	Oct. —, 1906	1,800
Greensburg, Ind.	Elmer C. Jerman	June —, 1903	1,900
Grinnell, Iowa	Eugene Heneley	June —, 1905	3,100
Hamilton, Ohio	Darrell Joyce	Aug. 6, 1903	1,500
Harrisburg, Ill.	T. O. Elliott	June —, 1904	2,500
Highland Park, Ill.	Jesse L. Smith	June —, 1903	1,600
Huntingdon, Pa.	E. R. Barclay	June 1, 1901	3,000
Independence, Kans.	C. S. Risdon	June 1, 1901	2,500
Kalispell, Mont.	W. D. Swetland	Aug. —, 1904	3,500
Kansas City, Kans.	M. E. Pearson	Aug. 1, 1902	3,500
Lawrence, Mass.	Bernard M. Sheridan	April 26, 1904	1,800
Ludlow, Mass.	Walter E. Gushee	July 1, 1903	3,300
McKeesport, Pa.	J. B. Richey	May —, 1902	2,500
Michigan City, Ind.	Louis W. Keeler	Sept. 1, 1904	2,200
Middleboro, Mass.	Charles H. Bates	1901	3,400
New Britain, Conn.	S. H. Holmes	Aug. 1, 1906	2,100
New Milford, Conn.	John Pettibone	Oct. —, 1902	2,400
North Bergen, N. J.	M. F. Husted	Dec. 1, 1906	2,500
Northampton, Mass.	F. K. Congdon	Aug. —, 1905	2,000
Ottawa, Ill.	Christopher J. Byrne	July —, 1905	3,600
Paterson, N. J.	J. R. Wilson	Sept. —, 1906	2,100
Peabody, Mass.	Albert Robinson	1903	1,400
Plainfield, Conn.	John Lee Chapman	Aug. 1, 1905	3,000
Riverside, Calif.	A. N. Wheelock	June 30, 1902	1,400
Rockport, Mass.	W. F. Eldredge	May —, 1906	1,800
St. Marys, Pa.	J. J. Lynch	June 1, 1902	2,250
San Angelo, Tex.	F. E. Smith	Aug. —, 1905	3,000
Santa Ana, Calif.	John A. Cranston	July 1, 1906	2,500
Shamokin, Pa.	Joseph Howerth	Feb. 1, 1902	2,250
Southbridge, Mass.	Fred E. Corbin	Sept. —, 1902	1,750
South Hadley, Mass.	F. E. Whittemore	April 1, 1904	2,400
Tarentum, Pa.	A. D. Endsley	June —, 1905	2,500
Tonawanda, N. Y.	F. K. Sutley	1904	2,100
Vicksburg, Miss.	J. P. Carr	Sept. 1, 1906	2,000
Warwick, R. I.	E. T. Wyman	Nov. —, 1905	2,750
Wausau, Wis.	S. B. Tobey	July 1, 1905	1,600
Weatherford, Tex.	T. W. Stanley	Oct. —, 1904	2,200
Woburn, Mass.	George I. Clapp	June —, 1903	

(Continued on Page 110)

in the lowest population group of cities; and in only 10 of the 189 cities did their actual salaries 15 years ago exceed the median salary paid in 1924-5 in the lowest population group of cities.

The lowest salary paid any of these superintendents 15 years ago was that of the superintendent of Fayetteville, Ark., who received \$1,000 per annum; the next lower salaries were those of the superintendents of Fredonia, N. Y., and Blakely, Pa., who received \$1,200 each per annum—a salary, in the one case, less than one half the minimum paid superintendents in 1924-5 in the lowest population group of cities; and, in the other case, salaries just one half the minimum paid superintendents in 1924-5 in the lowest population group.

Detailed information, as has already been stated, is given in Table 1 concerning the salaries paid these superintendents 15 years ago; and, for comparative purposes, data concerning the maximum, median, and minimum salaries paid superintendents in 1924-5 for four population groups of cities are presented in Table 2.

TABLE 2—MAXIMUM, MEDIAN, AND MINIMUM SALARIES PAID SUPERINTENDENTS IN CERTAIN GROUPS OF CITIES, 1924-5¹

Cities Having a Population of 100,000 and Over (52 cities reporting)

Maximum	Median	Minimum
\$15,000 and over	\$8,000	\$5,000-\$5,499

Cities 30,000 to 100,000 Population (142 cities reporting)

Maximum	Median	Minimum
\$13,000 and over	\$6,000	\$3,400-\$3,599

Cities 10,000 to 30,000 Population (235 cities reporting)

Maximum	Median	Minimum
\$7,000-\$7,999	\$4,500	\$2,000-\$2,199

Cities 5,000 to 10,000 Population (291 cities reporting)

Maximum	Median	Minimum
\$6,000-\$6,999	\$3,600	\$2,400-\$2,599

¹Compiled from Research Bulletin of the N. E. A., January and March, 1925.

—Supt. Sidney Mitchell, of Benton Harbor, Mich., has been reelected for another two-year term.

—Mr. Joseph P. Thornton, assistant superintendent of schools at Indianapolis, has been elected superintendent, to succeed E. U. Graff.

—Supt. I. M. Allen, of Highland Park, Mich., has been reelected for a three-year term, beginning with August 1.



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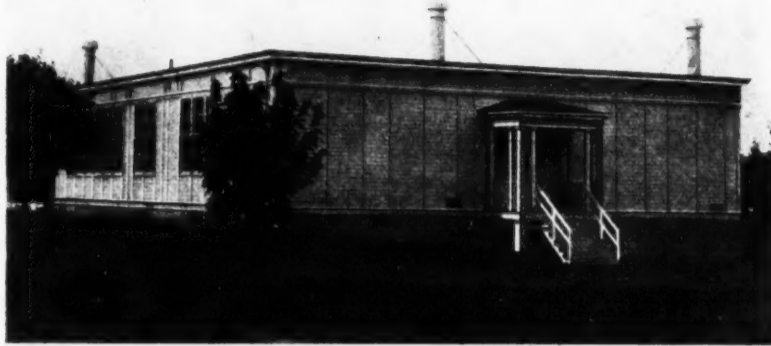
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(Continued from Page 108)

TABLE 1—TENURE AND SALARIES OF SCHOOL SUPERINTENDENTS IN CERTAIN CITIES (Continued)

Superintendents Who Have Held the Same Offices From 15 to 19 Years				
Cities	Superintendents	Date of Original Appointment		Salary Received 15 Years Ago
Albuquerque, N. Mex.	John Milne	Sept. 1, 1911		\$2,100
Ashland, Ohio	J. A. McDowell	4, 1908		2,000
Ashland, Oregon	G. A. Briscoe	May —, 1911		1,800
Bessemer, Mich.	C. R. Cobb	Sept. —, 1911		2,000
Burrillville, R. I.	J. C. Sweeney	Sept. 1, 1910		1,500
Calumet, Mich.	Edward J. Hall	May —, 1910		3,720
Champaign, Ill.	W. W. Earnest	March 1, 1908		2,500
Charlottesville, Va.	J. G. Johnson	June —, 1909		1,500
Chisholm, Minn.	James P. Vaughan	May —, 1907		3,000
Cicero, Ill.	W. W. Lewton	Sept. —, 1908		2,500
Clearfield, Pa.	G. E. Zerfoss	July 3, 1911		2,000
Clinton, Ill.	H. H. Edmunds	July 1, 1907		1,800
Collinsville, Ill.	Charles H. Dorris	June 1, 1907		2,000
Columbus, Ga.	R. B. Daniel	Nov. 1, 1909		2,750
Concord, Mass.	Wells A. Hall	—, 1907		2,500
Concord, N. C.	A. S. Webb	July 1, 1910		1,450
Cuyahoga Falls, Ohio	W. H. Richardson	July —, 1910		1,600
Davenport, Iowa	Frank L. Smart	July 1, 1907		3,600
Danville, Pa.	D. N. Dieffenbacher	Sept. 1, 1907		1,400
E. St. Louis, Ill.	D. Walter Potts	Aug. 1, 1911		2,800
Edwardsville, Ill.	Charles F. Ford	April —, 1911		1,600
Everett, Mass.	Fairfield Whitney	Aug. —, 1910		2,500
Fayetteville, Ark.	Frank S. Root	June 1, 1907		1,000
Fremont, Nebr.	A. H. Waterhouse	April —, 1908		3,000
Great Falls, Mont.	S. D. Largent	—, 1911		3,500
Greenville, Pa.	G. B. Gerberich	June —, 1908		2,000
Greenville, Tex.	Louis C. Gee	June —, 1907		1,800
Greenwich, Conn.	Edwin C. Andrews	Aug. 1, 1910		3,000
Hannibal, Mo.	Livingstone McCartney	July —, 1909		2,400
Helena, Mont.	John Dietrich	—, 1910		1,500
Highland Park, Mich.	Thad J. Knapp	Sept. —, 1911		2,500
Holland, Mich.	Egbert E. Fell	July 1, 1910		2,000
Jackson, Mich.	Edward O. Marsh	July —, 1911		3,000
Johnstown, N. Y.	Erle L. Ackley	Aug. 1, 1910		2,200
Kent, Ohio	W. A. Walls	June —, 1910		1,750
Laurel, Miss.	Richard H. Watkins	May —, 1907		2,250
Little Rock, Ark.	Robert C. Hall	—, 1909		3,000
Livingston, Mont.	B. A. Winans	—, 1911		2,500
Louisiana, Mo.	R. R. Rowley	June —, 1911		1,350
Ludlow, Ky.	W. D. Reynolds	Sept. —, 1910		1,400
McKees Rocks, Pa.	T. K. Johnston	May 3, 1911		2,250
Manchester, Conn.	A. F. Howes	July —, 1910		1,800

(Continued on Page 112)

TEACHERS AND ADMINISTRATION

Homes for retired teachers are to be established by the National Education Association in accordance with a decision of the Association's directors. The directors have voted to authorize the trustees of the organization to accept unconditional bequests and gifts to purchase sites, erect buildings, establish endowments, and create a maintenance fund.

Ann Arbor, Mich. The board of education has approved sabbatical leaves of absence for school teachers on a plan similar to that of the state university. Under the plan, members of the faculty are eligible for leaves of absence for study, travel, or rest at the end of each seven years of service. A year of absence at half pay, or a half year at full pay is allowed each teacher who is given a leave of absence.

Rockford, Ill. Under a new rule of the school board, women teachers who marry will not be reappointed after their contracts expire. Married women will not be employed as teachers.

Glenbard, Ill. Every teacher and employee in the high school has been insured against accident or illness through action taken by the board of education. The insurance is taken out under a blanket policy and the maximum insurance is \$14 per week.

Forest Glen, Ill. The school board has insured the teachers and employees of the schools under the same terms as the Glenbard board.

Suit has been brought in the Sangamon County Circuit Court of Illinois against C. R. Davis, principal of the Auburn high school, demanding \$5,000 damages for alleged cruel treatment of a pupil. The complaint alleges that the principal administered a severe beating to the pupil which left the boy partially deaf.

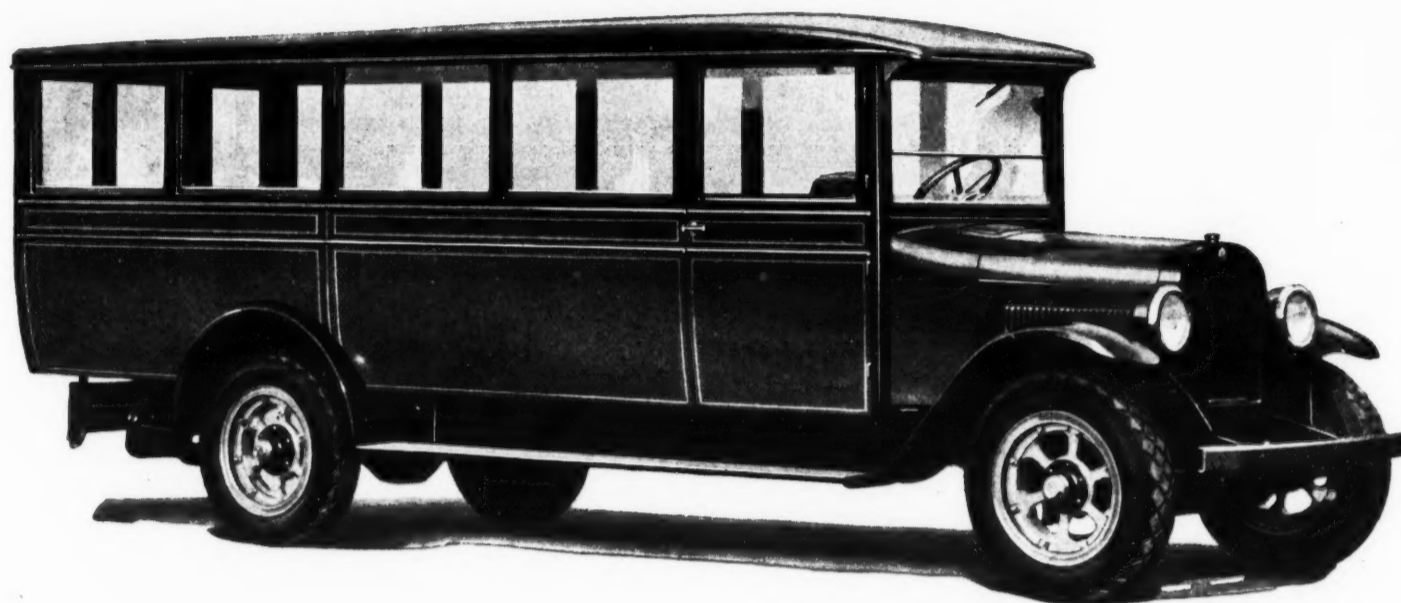
Wilmington, Del. The school board has adopted a salary schedule for principals. The new schedule provides for a minimum of \$2,200 and a maximum of \$2,700. The second-class salaries will be \$2,300 and the third-class \$2,500.

Chicago, Ill. The school board has disapproved a plan of Supt. William McAndrew providing for salary increases of fifteen to twenty per cent. Under the proposed plan, the high-school teachers would receive \$300 more per annum, and the elementary teachers \$200 more.

The Connecticut state legislature has been asked to approve a bill providing for an increase of \$400 in the pensions of retired teachers.

(Continued on Page 112)

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Brothers School Buses, know from their own experience that they are safe, dependable and economical.

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IN ARITHMETIC

Specimen Exercise II page 7

Harter Workbook in Arithmetic

Add: 45	Step one:	We look down over 5 and 2,
42	Step one	and think 7. We put 7 below
—	45	the line under 2. Notice we
	42	begin on the right-hand side.
	—	We always read down.
	7	
	Step two:	We look down over 4 and 4
	45	and think 8. We put 8 below
	42	the line under 4. Our answer
	—	is 87. 45 and 42 are 87. We
	87	can say this in a number of
		ways—The sum of 45 and 42
		is 87. Or, when we add 45
		and 42 we get 87. Or, 45 and
		42 more are 87. Or, 45 plus
		42 equals 87. Or, 45+42=87.

IN ALGEBRA

Specimen Exercise No. 191 page 130

Harter Workbook in Algebra

Sample Problem: Divide $3a - 7b$ by $a - 2b$.	Step one
How to solve: (1) Rearrange terms if necessary.	$a - 2b \overline{) 3a - 7b}$
(2) Divide the first term of the dividend by the first term of the divisor: $\frac{3a}{a} = +3$. Write +3 as the first term in the quotient.	Step two $\frac{3}{3} \overline{) 3a - 7b}$
(3) Multiply the whole divisor by the first term in the quotient. $3(a - 2b) = 3a - 6b$. Subtract $3a - 6b$ from the dividend.	Step three $\frac{3}{3} \overline{) 3a - 7b}$ $\frac{3}{3} \overline{) 3a - 6b}$ $\frac{3}{3} \overline{) 3a - 6b}$
(4) The remainder is $-b$. $-b$ cannot be divided evenly by a , hence we can divide no farther. The quotient is 3 and the remainder is $-b$.	quotient $-b$ remainder

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Educational Publishers

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(Continued from Page 110)

TABLE 1—TENURE AND SALARIES OF SCHOOL SUPERINTENDENTS IN CERTAIN CITIES (Continued)

Superintendents Who Have Held the Same Offices From 15 to 19 Years

Cities	Superintendents	Date of Original Appointment	Salary Received 15 Years Ago
Mansfield, Ohio.....	H. H. Helter.....	1907.....	2,500
Meriden, Conn.....	David Gibbs.....	Sept. 1, 1911.....	3,000
Milford, Conn.....	H. I. Mathewson.....	Jan. —, 1911.....	1,800
Milford, Mass.....	A. O. Caswell.....	—, 1911.....	1,850
Monroe, La.....	Ernest L. Neville.....	May 28, 1910.....	2,000
Montpelier, Vt.....	S. C. Hutchinson.....	April 1, 1911.....	2,500
Nanticoke, Pa.....	A. P. Diffendafer.....	Jan. —, 1909.....	2,400
New Albany, Ind.....	Harry A. Buerk.....	Sept. 1, 1908.....	2,400
New Bedford, Mass.....	Allen P. Keith.....	June —, 1908.....	4,000
New Rochelle, N. Y.....	Albert Leonard.....	March —, 1907.....	4,500
North Tarrytown, N. Y.....	C. A. Benedict.....	Aug. 1, 1910.....	2,200
Oberlin, Ohio.....	H. L. Rawdon.....	June 15, 1908.....	1,600
Olney, Ill.....	H. W. Hostettler.....	Aug. —, 1911.....	1,500
Oneonta, N. Y.....	George J. Dann.....	April 1, 1910.....	2,100
Palmer, Mass.....	C. H. Hobson.....	July 1, 1911.....	1,900
Phoenix, Ariz.....	John D. Loper.....	July 1, 1909.....	3,500
Piqua, Ohio.....	George C. Dietrich.....	July 1, 1909.....	2,300
Pocatello, Idaho.....	Walter R. Siders.....	Aug. 1, 1909.....	3,000
Portsmouth, Ohio.....	Frank Appel.....	Feb. —, 1908.....	2,500
Portsmouth, Va.....	Harry A. Hunt.....	July 1, 1909.....	2,000
Punxsutawney, Pa.....	F. S. Jackson.....	Dec. 3, 1908.....	1,900
Reno, Nev.....	B. D. Billingshurst.....	July 1, 1908.....	3,000
Richmond, Calif.....	Walter T. Helms.....	—, 1908.....	2,400
Ridgway, Pa.....	W. M. Peirce.....	—, 1907.....	2,250
River Rouge, Mich.....	Alexander McDonald.....	June —, 1909.....	1,500
Rochester, N. Y.....	Herbert S. Weet.....	June —, 1911.....	5,000
St. Albans, Vt.....	G. S. Wright.....	Aug. —, 1910.....	1,900
St. Marys, Ohio.....	C. C. McBroom.....	June —, 1907.....	1,700
Sherman, Tex.....	Jay C. Pyle.....	June 1, 1907.....	2,200
Sioux City, Iowa.....	M. G. Clark.....	July 1, 1911.....	3,600
Sioux Falls, S. Dak.....	A. A. McDonald.....	Sept. —, 1907.....	3,000
Somerville, Mass.....	Charles S. Clark.....	Sept. 1, 1908.....	3,500
South St. Paul, Minn.....	D. E. Hickey.....	June —, 1911.....	1,900
Tamaqua, Pa.....	J. F. Derr.....	May 5, 1908.....	1,500
Taylor, Pa.....	W. S. Robinson.....	June 1, 1911.....	1,600
Throop, Pa.....	J. J. O'Hara.....	May —, 1911.....	1,500
Wakefield, Mass.....	W. B. Atwell.....	Aug. —, 1911.....	1,900
Warrensburg, Mo.....	Edward Beatty.....	July 1, 1909.....	1,320
Watertown, Mass.....	W. H. Price.....	Feb. 1, 1908.....	2,200
Waverly, N. Y.....	P. C. Meserve.....	Sept. 1, 1909.....	1,700
Waxahachie, Tex.....	G. B. Winn.....	May —, 1910.....	1,700
West Allis, Wis.....	T. J. Jones.....	July —, 1907.....	2,000
Weymouth, Mass.....	P. T. Pearson.....	May 1, 1909.....	2,000

(Concluded on Page 114)

(Continued from Page 110)

—Springfield, Ill. The school board has adopted new rules to govern the qualifications of teachers in the school system. Under the rules, all teachers must be graduates of a four-year high school or the equivalent, and must in addition, be graduates of a normal school. Teachers without experience must have two credits (five semester hours) of practice teaching in the subjects or grades to be taught. Teachers without experience will not be employed in grades one, two, and three.

A slight change has been made in the rules covering the qualifications of principals and supervisors. A principal of an elementary school must have a bachelor's degree with a major in education from a college normal school or university recognized by the North Central association. The candidate must have had at least three years' of successful experience as a school administrator. Supervisors must hold at least a bachelor's degree and shall have had special training in the special subject or subjects supervised and at least three years of successful experience as a teacher or supervisor.

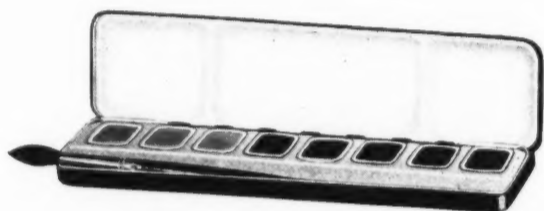
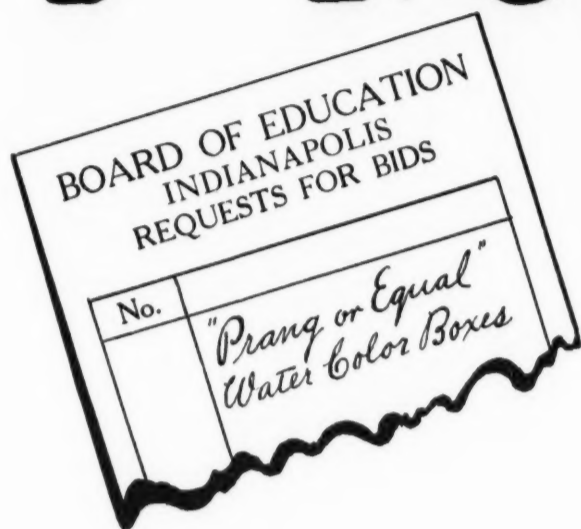
—New Haven, Conn. A total of 143 persons recently took the tests for appointment as teachers in accordance with new rules of the board of education. Those who took the examinations came from all parts of the state and the largest number were from New Haven. The examination was completed in three hours' time. The new plan replaces a former system where the superintendent or his assistants personally visited candidates for teaching positions. It was found that the visitation of applicants took much time and sometimes resulted in failure to get the desired position.

—Madison, Wis. Six Madison teachers will receive bonuses of \$100 each at the end of the school year in recognition of their services of 25 years or more in accordance with action taken by the board of education. Teachers in service twenty years or more will also be given bonuses.

—The American male school teacher faces extinction as complete as that of the American bison. This is the belief of Ohio schoolmen, who a year ago formed the Ohio Schoolmasters' Club and who are carrying on a program intended to increase the number of male teachers in the schools. The disappearance of the male educator is no myth, according to George E. Davis, principal of the Walnut Hills High School, Cincinnati, Ohio. In 1880, 43 per

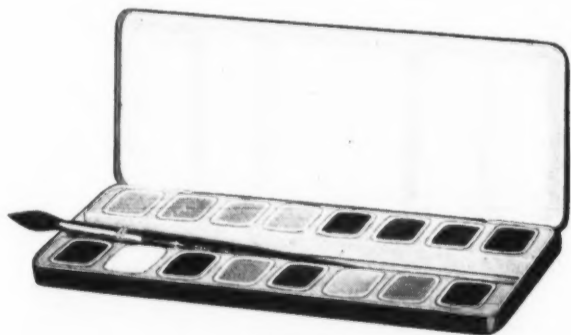
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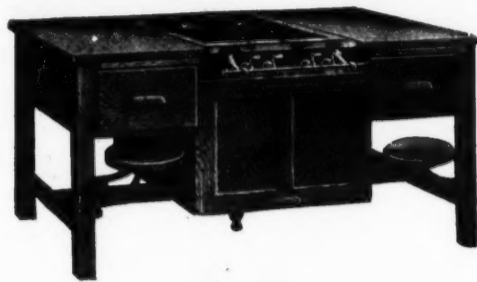
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Omaha
Baton Rouge

Kansas City
Denver

(Concluded from Page 112)

TABLE 1—TENURE AND SALARIES OF SCHOOL SUPERINTENDENTS IN CERTAIN CITIES (Continued)

Superintendents Who Have Held the Same Offices From 15 to 19 Years)

Cities	Superintendents	Date of Original Appointment	Salary Received 15 Years Ago
Wilmerding, Pa.	C. W. Shaffer	July —, 1908	1,800
Wilmette, Ill.	James R. Harper	Oct. 9, 1908	2,250
Wilson, N. C.	C. L. Coon	July 1, 1907	1,800
Windsor, Conn.	Daniel Howard	1910	2,200
Winston-Salem, N. C.	R. H. Latham	June —, 1910	2,000

¹Compiled from the Educational Directory of the U. S. Bureau of Education for 1926, and from Directories of previous dates.

(Concluded from Page 112)

cent of the teachers in the United States were men. Today it is eleven per cent. A similar decrease is shown in the high school. In 1911-12, 44 per cent of the high-school teachers in the country were men. Now it is 33 per cent.

—Richmond, Va. The school board has given bonuses to evening-school teachers whose classes attained an average attendance of eighty per cent.

—The board of education of Cleveland, Ohio, has disapproved a bill before the legislature making it illegal to discharge teachers without first proving them incompetent or guilty of insubordination.

—The school board of Lima, Ohio, has gotten into difficulties over the question of employing married women teachers. The trouble arose when the question of discharging a women teacher who had married was up for discussion.

A new contract for teachers provides that in case a teacher marries, two weeks' notice shall be given and two weeks' pay forfeited. Since the contract does not specify women, men who marry also come under the rule.

—The school board of Newburyport, Mass., will appeal to the state supreme court for a decision as to its right to increase the salaries of teachers, and as to whether an appropriation must be made by the city authorities. The board early in the year agreed on a budget making a general increase in the salaries of teachers and submitted it to the mayor, who failed to allow it.

—New York, N. Y. Increases in the salaries of all teachers has been recommended in the final report of the Citizens' Committee on Teachers'

Salaries submitted to the city board of estimate and the local board of education. The cost of the proposed schedule to the city for the first year of operation is estimated at \$20,000,000. The report is intended to form the basis for an adjustment of the teachers' salaries.

—Bangor, Me. The school board recently refused to grant a request of the public-school teachers for increases in salary averaging \$300 per annum.

—Miss Katherine Devereux Blake, principal of public school No. 6, New York City, who has completed fifty years of service in the New York schools, was tendered a reception in February by her school friends. Among the prominent speakers who paid tribute to the aged teacher was Superintendent William J. O'Shea. The honorary committee was headed by Dr. John H. Finley.

—Yoakum, Texas. College extension work is being conducted in the city this year for the benefit of those teachers who desire to continue their college work while teaching. A total of 28 teachers have taken advantage of the courses offered.

—Application for sabbatical leave beginning February, 1927, was made by 530 members of the supervising and teaching staff of the schools of New York City. In February, 1926, 319 leaves were granted, and in September, 289 were granted to teachers.

—Rockford, Ill. The school board has adopted a new policy which prohibits the employment of married women as teachers. The rule does not apply to married women at present on the teaching staff. Women teachers who marry during the life of their contracts will not be reemployed.

—An increase of \$25 per year is allowed teachers or principals in the public schools of Putnam, Conn., upon the satisfactory completion of thirty hours of professional study. No credit is given for units of less than thirty hours. Increases of more than \$50 will not be allowed, nor of more than \$100 during the period of service. University extension courses may be taken in Putnam, or the work done elsewhere in residence, but courses must have the approval of the superintendent and be completed in accordance with requirements of the institution in which the study is taken.

—The eight "superior" rural schools of Hartford, Vt., have been selected as observation and practice centers for three weeks in May, 1927. The practice teaching will be undertaken by the students of the Windsor teacher-training class.

—The Virginia State Board of Education has adopted a rule which raises the standard for high-school principals appointed after September 1, 1927. Principals of accredited high schools must have either a collegiate professional certificate and two years' successful teaching experience, or a collegiate certificate and three years' experience.

—The teachers' union of New York City has urged the elimination of the position of superintendent of schools. In its place the union would create five superintendencies—one for each borough. The incumbents of these positions would preside over practically autonomous borough school systems, and their connecting link would be the board of education, to which they would be responsible.

Under this plan, the board of education would be elected from nominees chosen by the parents' associations, the merchants' association, the teachers, and settlement houses.

—Educators of California have approved a bill introduced in the California legislature which empowers school boards to insure their districts against loss from fire, accident, theft, collision, and judgments against the district.

The teachers' association of California is supporting a bill for the reorganization of the state board of education and for extending the powers of the state superintendent. The bill affecting the state board would increase the number of members from nine to ten. The other bill would extend the appointive power of the state superintendent, permitting him to appoint the three commissioners of education now selected by the state board.

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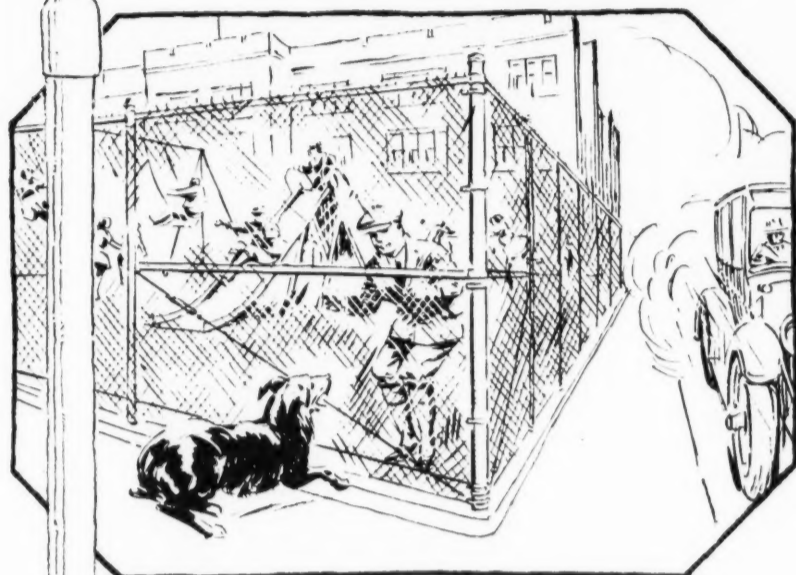
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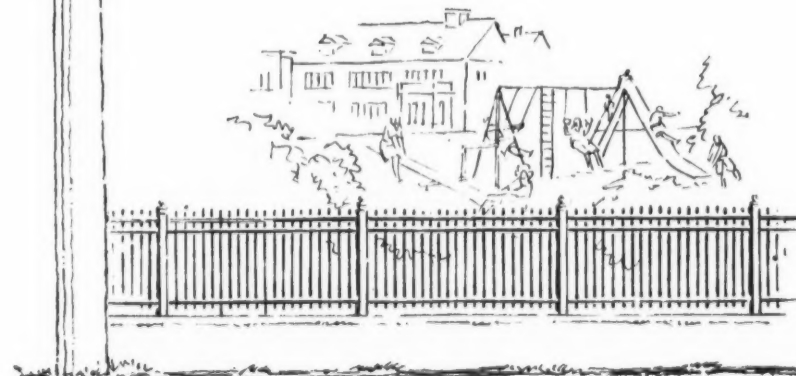
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\$60,000.	\$30,000.	\$90,000.	\$72,000.	\$25,000.	\$5,000.
\$60,000.	\$30,000.	\$120,000.	\$96,000.	\$18,750.	\$11,250.

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NEWS OF THE SCHOOL BOARDS

—The board-of-education and city-council committee of Atlanta, Ga., is supporting a proposed charter amendment providing for the complete separation of the school department from the city council. The plan of administration is quite different from that form which has been urged by the League of Women Voters. The main points in the amendment are the following:

1. A special school tax of not less than eight, nor more than ten mills, to be authorized by the board of education for school purposes, but levied through the council.

2. The elimination of the present board of education and system of ward representation, and the creation of a board of five or seven members, elected from special school districts and held personally responsible for school expenditures.

3. The complete separation of the board from the city council, with the exception that the board would be required to file its budget for the year at the same time as the city council is asked to approve the school tax levy.

—Harrisburg, Pa. The board of education has approved a movement for dress reform in the junior and senior high schools with the adoption of a resolution requiring the wearing of suitable, adaptable and economical dress by girl students. The resolution was passed with directors in opposition.

—Under a new charter amendment, the school board at Inglewood, Calif., is to be increased from three to five members.

—Bucyrus, Ohio. The failure of the school district to secure an advance payment of the semi-annual settlement will result in an indebtedness of \$60,000 for operating expenses and payment of bonds before the next semi-annual payment is due.

In order to provide funds for meeting the rising indebtedness and to keep the schools in operation, the board has empowered the school clerk and president to issue certificates of indebtedness in the sum of \$60,000 and to borrow the necessary money from the banks. The loans are for a limited period of six months and are to be paid as soon as the present tax muddle is straightened out.

—Attorney General Turner of Ohio has rendered a decision to the effect that a school district has no authority to lease land acquired by purchase, for oil or gas purposes, regardless of whether such lands are used for school purposes.

—Chicago Heights, Ill. The school board has decided against a change in the age limit of children entering the first grade. Under the decision, it is necessary for children six years of age before March 1 to wait until September before beginning their school work.

—Norristown, Pa. The refusal of the president of the Upper Merion school board to vote and break a deadlock has defeated a proposal to accept a site, free of charge, upon which to erect a school.

—Sidney, Ohio. The board recently ruled that all pupils be required to show evidences of successful vaccination. All pupils not vaccinated within the last six years are required to be vaccinated.

—Jeromesville, Ohio. The rural school district has filed suit against the Mohican township board of education for the collection of \$389.51, a sum alleged to be owed for tuition in 1925. The defendant school-board members are V. E. Westfall, C. I. Sellars, H. E. Smith, R. E. Leidigh, and G. Z. Humm.

—Omaha, Nebr. The school board has adopted a resolution approving a bill in the legislature which seeks to permit County Treasurer Otto Bauman to retain \$1,200 of the one per cent collected by the office for services in collecting and disbursing the school tax fund.

—Kansas City, Mo. The board of education has refused to permit the wearing of class pins by the members of grade-school graduating classes. The board gave as a reason the fact that it aims to limit the expenditures for graduating exercises.

—Boston, Mass. On the basis of an opinion from the city corporation counsel, the school board will determine salaries, increases in compensation and various expenditures in its annual budget without reference to the mayor. Under the decision, all matters of organization and control, within budgetary limitations, may be handled by the committee without the approval of the mayor.

—With the standing vote of 55 to 92, the Massachusetts House of Representatives refused to approve a bill allowing school committees in cities and towns to appropriate money to send representatives to conventions outside the state. The bill was

opposed on the ground that it would establish a dangerous precedent and would encourage looseness in the expenditure of money.

—Oklahoma County, Oklahoma, recently brought suit in the court to recover \$19,794 from the Oklahoma City board of education. It is the first of a series of suits to be brought against various municipalities of the county and state in the recovery of more than \$50,000 appropriated from funds derived from tax-sale certificates which were later refunded.

—A bill has been introduced in the Ohio legislature, which creates a custodian pension fund similar to the teachers' retirement fund, and which deducts two per cent of the salary and places it in the fund. The money paid into the fund will be returned to any person leaving the service.

—Union City, Tenn. A controversy between the city school board and the high-school faculty over matters of discipline has been amicably settled. The trouble began when five high-school students broke into the high school, borrowed the examination papers, and sold copies to other students. The principal made an investigation, secured names and confessions from the guilty students, and asked the board to expel the five students and punish the remainder according to the gravity of the offense. The board refused and the faculty resigned. Under the settlement, the five who broke into the school are suspended indefinitely and may not be readmitted until the faculty sees fit.

—Enoch Russell, a landholder of Decatur township, near Ironton, Ohio, has been made defendant in a suit brought by the board of education of Decatur to recover certain property which he promised for use as a school site. It appears that Russell promised the school board enough land for a site provided a building were erected on it. After the building had been erected, Russell refused to deed the property to the board and claimed the building as his property.

—The annual meeting of the boards of education of Preble County, Ohio, was held at Eaton. Among the speakers were Supt. E. W. Schwing, who spoke on "Some Problems in Promotion"; Supt. H. Ray Wagner on "Intelligence Tests"; Supt. H. A. Hoffman on "The High School"; and Supt. Albert F. Harris on "Visual Education."

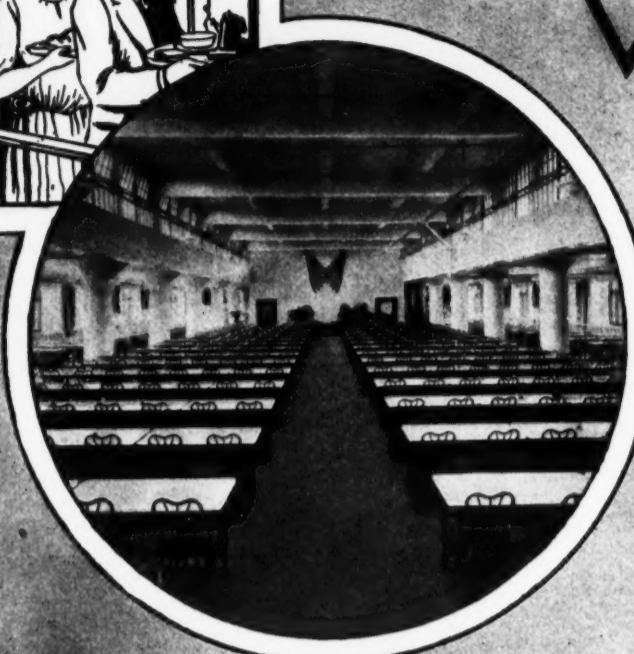
—The board of education of Oakland, N. J., consists of Ilsley Boone, John H. Eve, Mrs. Esther Hoycock McNone, Mrs. Hazel Stout Taylor, and



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Arthur F. Frost. Four members are graduates of higher institutions of learning which prompts the Bulletin of Penton Lakes, N. J., to remark that it constitutes "the strongest board of education in northern New Jersey."

—The school board convention held at Olympia, Washington, was attended by 150 members. The subject of school legislation was discussed by Mrs. Josephine Corliss Preston, state superintendent. O. M. Beatty of Walla Walla was elected president. Officers named in addition to Mr. Beatty were: Mrs. Ivan W. Mann, Pierce county, first vice-president; George E. Canfield, Kittitas county, second vice-president; Mrs. Neeley, assistant state superintendent, secretary and treasurer; Mrs. J. D. Hille, Cowlitz county; Foster J. Pratt, King county; Charles W. Cahill, Spokane county, and Mrs. Josephine Corliss Preston, executive committee.

Each county is entitled to three votes at the convention, although there were more than three delegates from some of the counties. Altogether 2,900 districts as represented in the 39 counties.

—The annual meeting of the school boards of Fayette county, Ohio, was held at Jeffersonville with a large attendance. Among the subjects discussed were the centralized school, hot lunches for pupils, and leaks in the operating costs of schools. The statement was made that the waste in Ohio schools due to the annual changing of teachers ran into millions of dollars. One of the subjects discussed dealt with teachers who are not willing to cooperate with the school system to the extent of attending teachers' conferences and meetings.

—Racine, Wis. The school board by a tie vote has delayed the awarding of contracts for the Horlick High School. Majority members of the board refused to vote for action on this school until assurance was given that there would be money for the construction of the Washington Park High School.

—Boston, Mass. An order calling on the police to guard schoolhouses has been issued as the result of a letter from Mr. A. M. Sullivan, business agent of the school board. More than a score of schoolhouses have been entered by thieves since last September and little of the property has been recovered.

—The school board of Iron River, Mich., has employed Mr. Carl A. Pfeiffer, of Milwaukee, Wis., as business manager, at a salary of \$3,500. In addition to the duties of clerk of the board, Mr. Pfeiffer will be in charge of the purchasing department and

will control all the business affairs of the board.

—Owosso, Mich. The board has adopted a rule, providing that all bills for supplies and materials must be accompanied by a purchase order before they will be approved and paid. It was pointed out that too many bills are presented for supplies without any knowledge of the original purchase.

—North Plainfield, N. J. The citizens and parents are opposing a bill in the legislature which seeks to abolish the existing board of education in four boroughs, namely, Carteret, Rutherford, Red Bank, and Collingswood. Another bill would automatically eliminate elected boards in all boroughs with a population of ten thousand or over. The latter bill has become a law and the mayors of the several boroughs are required to appoint full boards of five members for periods of one to five years.

—Supt. Elmer Waite, of Manitowoc, Wis., in a report to the board of education, recommends that the board comply with the law in the matter of informing the public about conditions in the schools. He urged that the board publish reports of its meetings and issue reports of regular and special meetings, including a statement of receipts and expenditures.

—Guthrie, Okla. The citizens' committee of ten has presented to the city commissioners a proposed amended city charter which is to establish the manager form of government. Under the charter, the school board is to be changed from a seven-member to a five-member body, and the terms of members will be four instead of six years.

—Guyandotte, W. Va. The county superintendent of Cabell county has been enjoined by a court order from removing D. E. Hite as a member of the district board of education. Hite was removed from the board by the county superintendent and D. D. Shank was appointed in his place. The removal was made on the ground that Hite had moved from Guyandotte to Huntington.

—Franklin, Ind. Attorneys for the board of education recently gave an opinion that school boards of the class of Franklin have power to build and maintain gymnasiums. They do not have power to build and maintain swimming pools outside of school buildings, either on ground owned by the school corporation, or on land to be acquired for that purpose. The opinion was asked in order that the board might know whether it had legal authority to take on this obligation. The gymnasium was built and paid for from the re-

ceipts of basketball games covering a period of five years.

—Delphos, Ohio. The condition of the school-district finances has made it necessary for the schools to borrow money for the payment of teachers' salaries in January and February.

—Owosso, Mich. Under a new rule of the business department of the board of education, strict business methods will be observed in the payment of invoices for supplies and equipment. The board has ruled that bills for supplies and materials of all kinds must bear the signature of Supt. E. J. Willman or Miss Emma Lawrence, clerk, unless a purchase order is obtained at the office. It was the opinion of the members of the board that too many bills for supplies and for work were presented without the approval of the board and without any previous knowledge of the purchase.

—Mr. LeClair Martin, who retires as president of the Cedar Falls, Iowa, school board, after nine years of service, was the guest of honor at a dinner given by his associates on March 7th. Mr. Martin was presented with a desk fountain pen mounted on a marble base.

—The school board of Joliet, Ill., recently adopted a memorial resolution honoring Mr. Frank E. Marsh, a deceased member of the board. Mr. Marsh was a member of the board for twelve years, and was president of that body for nine years. He was a builder and was largely responsible for the building and equipment of many of the schools of the city. The last building to be erected by the board was named the Marsh school in honor of Mr. Marsh.

—Olin, Iowa. Under a decision of the Jones County Circuit court, the local community is to retain its plans for a consolidated school building without further election. The suit was based on a technical point of the legality of a school-board meeting to act on a petition for a bond election for a building. The decision ends a controversy covering a period of two years.

—Mrs. Palmer M. Way was reappointed a member of the North Wildwood, N. J., board of education. "By education, inclination and temperament she is indeed a valuable and valiant fighter for the advancement of public instruction" says a local newspaper.

—The board of education of Darien, Conn., has decided to exclude newspaper reporters from all

(Continued on Page 120)

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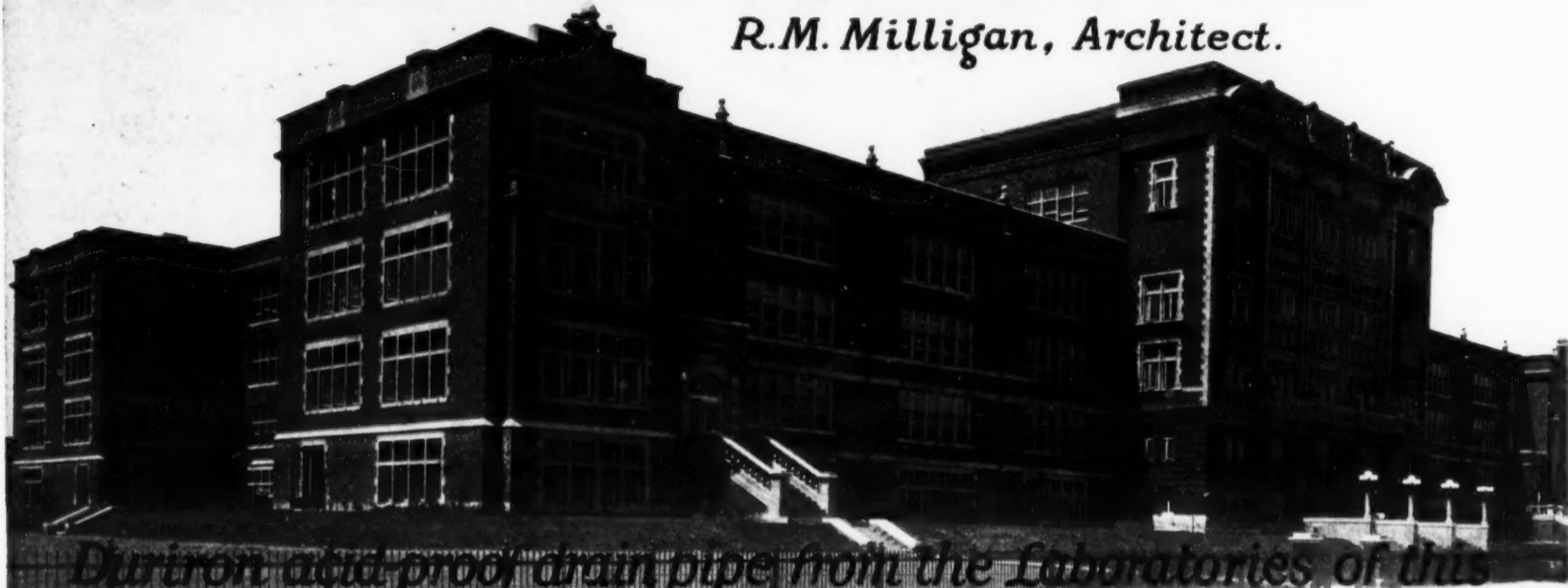
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(Continued from Page 118)

their regular meetings. Dr. Douglas W. MacDonald, the president, has legal advice on the subject and holds that the board is within its rights. He has delegated Supt. Edward H. Fuller to give out news matter regarding the board's doings.

—The preceding board of education of Henry County, Indiana, before going out of office abolished commencement exercises for the eighth grades. The new board, however, on recommendation of Supt. J. H. Ellar will retain the high-school commencement exercises.

—Miss Anna M. Tanner, assistant secretary of the Erie, Pa., board of education, who headed the Pennsylvania School Secretaries' Association, is the first woman who has served the organization in that capacity.

—The election for the boards of education in Cape May County, N. J., resulted as follows: Wildwood Crest, Glenn D. Folsom. Harry L. Nickerson. C. Russell Strickland; Woodbine, Samuel Alexenburg, George Feldman, Jacob L. Lintner; North Wildwood, president, Allen E. Grace, vice-president, Mrs. Palmer Way, secretary, David C. Young; Avalon, Fowler H. Stratton.

—The Nebraska School Board Association elected the following officers: President, Dr. B. F. Lorange, Auburn; vice-president, C. Jacobson, York; secretary-treasurer, G. R. Dodds, Superior.

—Fred H. Williams, R. C. May, and Sanford Fox were reelected members of the Vineland, N. J., board of education. Mr. Williams was the president of the old board.

—Bluefield, W. Va. At a recent election, the present school board was reelected by a large majority.

—Charleston, W. Va. At the special request of Supt. S. E. Weber and President J. E. Robins of the school board, the several businessmen's clubs have been invited as guests at the high-school cafeteria at least once during the year. Following the luncheon, the professional and business operation of the school system is explained to the members present. Mimeographed copies of the charts used are distributed at each meeting. The noon-day luncheon meetings are intended to acquaint the businessmen and school patrons with the operation of the school system.

—The school board of Fairbury, Nebr., supports the teachers in all efforts to maintain discipline and good behavior even to the extent of corporal punishment. Straps about the size of a razor strop and of good leather have been ordered for use on unruly pupils who get beyond the control of the teachers.

—The board of education of Cleveland, Ohio, has been ordered to pay the city between \$400,000 and \$500,000 for civic improvements which have benefited school property. The action is the result of a ruling of the supreme court which held that boards of education stand in the position of property owners in the matter of civic improvement.

—Mt. Pleasant, Tex. The school district has just completed an extensive building program. A new high school has been occupied with the opening of the second semester. A brick school for colored pupils was completed last fall. In addition, two grammar schools have been entirely remodeled.

—Wheeling, W. Va. The Ritchie elementary school, recently completed at a cost of \$525,000, is organized on the platoon plan.

—Harrisonburg, Va. The school board has purchased a site for a new high school. Mr. Charles M. Robinson has been named as the architect to prepare the plans for the structure. The Waterman school has just been completed. The building contains sixteen rooms.

—Bluefield, W. Va. A million-dollar building program has been completed for the city schools.

WHO IS A GOOD CITIZEN?

The man who removes the danger when he sees a board with a rusty nail has a chance to be a good citizen. The clerk who double-checks himself when labeling a can containing gasoline is a good citizen. The boy who never points a fire-cracker or a toy gun at another is a good citizen. The boy who never "catches or hooks on" is a good citizen. The driver who signals and slows down at each turn in the road is a good citizen. The pedestrian who guides himself across the street as carefully as he would want the driver of a car to steer is a good citizen. The parent who keeps his child isolated because of contagious disease is a good citizen.—Zenos Scott, Springfield, Mass.

—The school board of Bluefield, W. Va., has placed all its buildings under a blanket form of insurance. The change to the new plan makes it possible to increase the amount of insurance and to reduce the rates, so that additional insurance may be carried at very little additional cost.

—A bronze tablet has been erected to mark the site of the first free school in Brooklyn, New York. The first school was dedicated on July 4, 1661, and the Borough of Brooklyn today has the largest elementary school population in the city.

—"The greatest problem in our town and twenty other towns is to keep abreast with the school-housing needs," says Superintendent J. D. Bramlette of McAllen, Texas. "We cannot get one building program over before another must be considered. The towns are growing so rapidly."

Stephen M. Wagner, president of the St. Louis, Mo., board of education, is a candidate for reelection as member, the election to be held April 5th. Myrt A. Rollins will also be a candidate for reelection. H. F. Fahrenkrog and Mrs. Catherine I. Bush will retire.

—"The most important duty of a school board is the employment of a school superintendent," said Dr. J. B. Edmondson of the University of Michigan recently, in an address before the Oakland County (Michigan) Principals' Club. "An incompetent superintendent is an unmitigated source of annoyance to teachers, which is not good for a school; but more serious than that, is the loss of confidence in the school on the part of patrons. I feel safe in saying that I could guarantee a fifty per cent increase in the efficiency of schools if I could select all of the school heads. The selection of teachers is the most important duty of a superintendent and school boards should permit the superintendent to interview and gather facts on new teachers before their employment by the board."

—The Federated Teachers of Tacoma, Washington, formulated standards of qualifications that should guide in the election of members for the board of education, as follows: 1—A candidate should have established himself in the community as a broadgauge, progressive and able citizen, who has demonstrated his ability along some particular line and who commands the confidence of the public. 2—His candidacy should be justified by a previous interest in the civic and educational activities of

(Concluded on Page 122)

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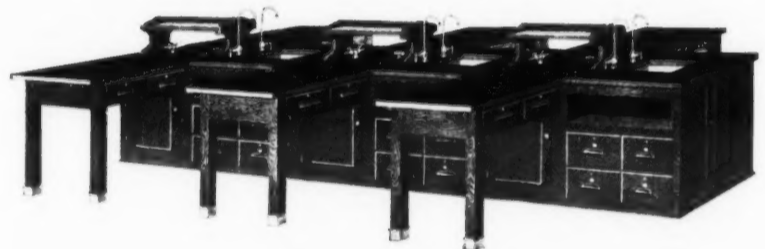
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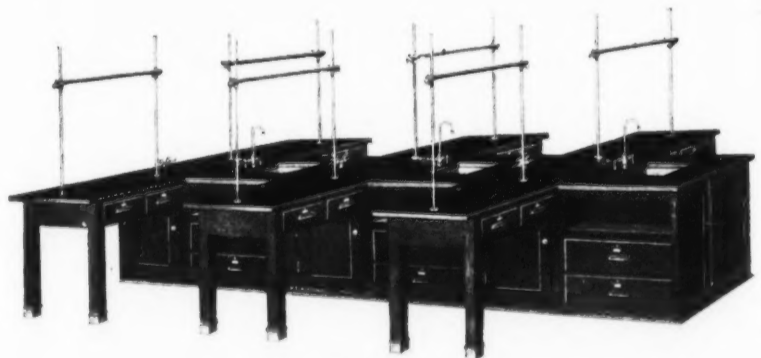
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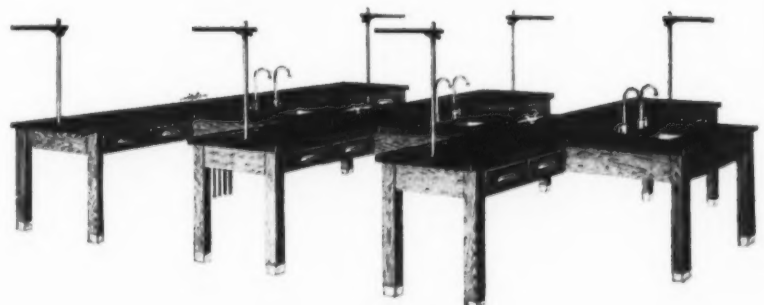


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12 ft. 2 in. by 6 ft. 9 in. by 33 in. high. Top of narrow birch strips, matched, glued and dressed. Cabinet of selected oak.

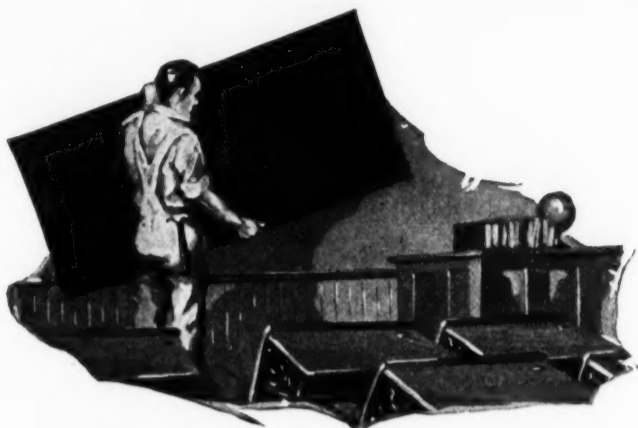


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A correct writing surface— that is installed with greater all around economy



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TWO COLORS—BLACK AND GREEN

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NEW YORK KANSAS CITY ATLANTA MINNEAPOLIS CHICAGO

(Concluded from Page 120)
the city. 3—He should be willing to devote ample time to the work in order that he may serve efficiently. 4—Such a candidate should be able to judge the merits of educational policies in their proper perspective and intelligently support a constructive administration. 5—The candidate who fulfills the foregoing requirements will represent no particular locality, interest nor faction.

—After a stormy session the city council of Chicago confirmed the appointment of Charles J. Vopicka, Walter J. Raymer, Dr. Otto L. Schmidt, and Mrs. W. S. Hefferan as members of the board of education. The vote was 28 to 11, which is regarded as a distinct victory for Mayor Dever.

—Hartford, Conn. The school board has adopted a budget of \$9,117,050, which is only \$41,765 more than last year. A tax rate of twenty mills has been adopted, which provides for an increase of one and one-half mills.

—New Britain, Conn. The school board's budget calls for appropriations of \$1,155,051, which is \$100,000 more than last year.

—Bellefontaine, Ohio. The school board has made appropriations totaling \$177,670 for the fiscal year of 1927, as against \$168,220 for 1926.

—Williamstown, N. J. The total amount of the budget adopted by the board is \$47,400, of which \$42,000 is for current expenses and \$3,000 for building repairs.

—Montclair, N. J. The board of education has adopted a budget of \$1,152,080 for 1927, which is an increase of \$79,400 over last year.

—The educational program of the Alabama Department of Education calls for \$16,955,365 in additional funds during the next four years. Of this amount, the public schools will receive \$10,794,024, while \$3,561,341 will go to the higher institutions.

—Bucyrus, Ohio. The school board has adopted a budget of \$194,787 for the operation of the schools during 1927.

—Boston, Mass. The sum of \$15,207,235 will be available for school purposes during the year 1927 for the maintenance of the public schools. This amount is appropriated on the basis of \$8.26 on each \$100 of the average city valuation for the last three years.

—Pittsfield, Mass. The school board has adopted a budget of \$82,753, which is an increase of \$40,000 over last year.

—The public schools of Virginia will receive approximately \$274,000 less from the ten-cent tax

and the capitation tax than was received last year, due to heavy losses in delinquent taxes. The total of the poll-tax funds showed a heavy falling off but there was an increase in funds from the ten-cent tax. The loss to the schools has been further reduced by the fact that the general assembly has made an increase of \$200,000 in the appropriation to the state education department.

—The school board of Lima, Ohio, recently sold the first issue of \$50,000 certificates of indebtedness. The issue was dated for six months as of January 20 and was placed on sale to pay expenses in anticipation of the collection of tax money.

—Wayne County, Indiana, expended \$47,266 less on education in 1926 than was spent for the same purpose in 1925, according to a report of the county auditor. The saving is attributed to the elimination of two state funds, the educational institutional fund and the vocational school fund.

—The board of education of Wichita, Kansas, found itself compelled in recent years to proceed with new schoolhouse projects before the moneys had been levied. The legality of such action is doubted. Frank A. Neff, president of the board of education, says: "We will need more high schools, and more grade schools. We ought to pay as we go so as to save all the interest money we can. We already have \$300,000 for the construction of the new high school and will have the rest next year. I am in favor of paying as we go so as to save interest. That is what any man would do in his private affairs and the same economy should apply to public affairs."

—The Seattle, Washington, board of education held a bond issue election in March calling for \$2,400,000. By June 30th, 1927, the board will have

CHILD PLAY—ADULT WORK

Play is to the child largely what work is to the adult. Play calls forth in the child the same natural instincts and capacities as work does in the adult. Both play and work depend entirely upon the tendency or ability of the individual to imitate action. Play in early childhood is largely spontaneous while work is carefully planned. Play is the work and business of the child. Play becomes more complex with age and finally gives over to lighter forms of work as interests change.

—J. S. Singleton, Cincinnati, Ohio.

paid off on bond issues the sum of \$4,975,000. The cost per high-school pupil was in 1923, \$125.22; in 1924, \$120.26; in 1926, \$117.08. The cost per pupil in the elementary schools was in 1923, \$85.79; in 1924, \$85.51; in 1926, \$85.35. The board of school directors consists of E. B. Holmes, O. B. Thorgrenson, Dr. C. W. Sharples, Edward Lincoln Smith, and E. Shorrock.

—School costs are being rapped at Wilkes-Barre, Pa., where an effort is made through court action to prevent the construction of a new school building. At Pottsville, Pa., the taxpayers opposed the increase of school support from 20 to 25 mills. At Atlanta, Georgia, the city council has slashed the school budget by \$411,000. At Springfield, Mass., the complaint is that school costs have mounted to figures five times greater than in 1911.

—"The board of education is responsible to the people for the conduct of the schools and should have final action as to the authorization of the school budget. After the budget has been compiled by the superintendent after consultation with the various administrative heads of the school system, every item should be carefully reviewed by the board before definite action is taken," said Supt. W. W. Borden of South Bend, Indiana, at the Dallas educational meeting. "That budgets should be scientifically constructed is very important. The following should be carefully taken into consideration in the preparation of the budget. Things that are absolutely necessary; things that are not absolutely necessary but are highly desirable; and new activities which might be undertaken. In every school system there are certain essentials that are absolutely necessary in order that the schools may run. These must be provided. Then again, there are many desirable features that might be provided if the community can afford to pay for them."

—The \$400,000 Welty junior high school at New Philadelphia, Ohio, was opened by a presentation address made by Alvin F. Graff, president of the board of education. The acceptance address was delivered by Franklin P. Geiger, the superintendent. The dedicatory address was made by Chief Justice Carrington T. Marshall of the Ohio supreme court. The principal chosen is O. E. Snyder. The members of the school board are: President, Alvin F. Graff; vice-president, Robert Dummermuth; clerk-treasurer, A. Arnold Stermer; Thomas E. Jenkins, D. L. Fisher. Architects, Walker & Norwick, Dayton, Ohio.

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School Department

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*Stocks of Oakite materials are carried in these cities.



—Lawrenceville, Ill. A successful campaign was conducted in February for immunizing school children of Lawrence County against smallpox, typhoid fever, diphtheria, and scarlet fever.

—Monroe, Mich. The board of education recently ordered the inoculation of school children with antitoxin in accordance with a request of the state health department. The work was done by the city health officer and his assistants.

—A successful dental clinic was conducted at the Alton high school, Alton, N. H., during February. The work was completed in twelve days with very little interruption of school duties. During the clinic a total of 185 pupils were examined, 78 received treatment, 164 fillings were put in, and 61 teeth cleaned. The total expenses of the clinic were \$156.75 and the average cost per pupil was \$2. The cost of treatment for needy free cases was \$61.75.

—Decatur, Ill. The city health department has recommended that pupils in the schools be required to produce a certificate of vaccination within a period of five years. The recommendation was made in view of an emergency which existed.

—Danville, Ill. An open-air room will be established in one of the schools next September. The room will be supervised by the Vermilion County Dispensary and will take care of children who are underweight or in a general rundown condition. The plan will be gradually extended to the other schools of the city.

—Trenton, Mo. A school nurse will be employed.

—Springfield, Ohio. Dr. A. K. Howell has been employed as school physician at a salary of \$1,000 per year.

—Grand Haven, Mich. More than 800 children have been immunized against diphtheria. The children were those of school and preschool age and were enrolled in public and parochial schools. The work was done by the local doctors, who cooperated with the nurses and other workers.

—Grafton, W. Va. During a recent epidemic of typhoid fever, more than eighty per cent of the pupils in the schools were given preventive treatment by the school nurse at the cost of the serum. The number of pupils taking the treatment approached one hundred per cent.

The use of iodine tablets for the prevention of simple goiter has been discontinued temporarily upon the advice of the school medical examiner.

—Mobridge, S. Dak. A school nurse has been employed.

—The work of protecting children against diphtheria by inoculation with toxin-antitoxin injections has been taken over by the Bureau of Child Hygiene of the New York City Department of Health. Supervising inspectors and nurses visit the principals from time to time to secure their cooperation in obtaining consent for such inoculations.

—New York City has begun the construction of a special kind of playground adapted to the peculiar conditions of population congestion in the city. The playground, which is to be six stories high, will be built in the form of five terraces, with open-air ramps leading to each level. Altogether there will be over 100,000 square feet of open-air play space and 127,000 square feet of indoor space. It will contain an auditorium, dance hall, swimming pool, gymnasium, bowling alleys, and playground equipment for small children. The first playground will be for the use of the lower-east and west sides of the city. Dr. William J. O'Shea, superintendent of the city schools, is chairman of the committee in charge of the working out of the project.

—The Medical Association of Georgia has cooperated with the United States Public Health Service in giving diphtheria toxin-antitoxin to more than 25,000 school children within the last two months of 1926. In at least one district in the state, every child under 10 years of age was immunized.

—The board of education of Omaha, Nebr., is making an effort to immunize children against diphtheria. Parents are urged to take their children to the family physician for the toxin-antitoxin treatment.

—The Ogden, Utah, school authorities are looking after the health of the pupils. In January one physician and six nurses examined 6,518 pupils.

—Sherman, Tex. A complete system of medical inspection and health supervision has been in operation in the city schools since 1919. Under the

system of inspection, each child is examined thoroughly for physical defects or diseased conditions. As a result, cases of diseased tonsils, adenoids, and similar defects have been greatly reduced. The number of cases of trachoma has been reduced from 198 cases in 1919-20 to three in 1926-1927.

—The health department of Los Angeles, California, contends that in conducting 142 eating places for pupils, the school board must comply with the state law governing restaurants and cafeterias. The school board has thus far declined to comply with the request, holding that it is fully able to manage things without the interference of medical authorities.

A PLAN FOR TEACHER VISITATION

—Steubenville, Ohio. A rather novel experiment in teacher visitation has been carried out during the past year. The experiment extends through the first six grades, room for room, and from the seventh to the twelfth grades, according to subject.

The schedule of visitation is arranged by the supervisor of elementary schools, who arranges it in such a way that each teacher visits the teacher of a corresponding grade in a different district. In arranging the schedule, every teacher of a corresponding grade, for example, visits on the same day during both sessions. Under the plan, every teacher is in some other teacher's room for one day. Previous to the day arranged for the visits, each teacher leaves on her desk such materials as she would leave in case a regular substitute would be in charge of the room.

Following the visits, the teachers are required to write letters stating their reactions to the day's visits. These include such items as appearance of the room, cleanliness, arrangement of materials and pictures, the program, and the general attitude of the pupils. The experiment is quite new in plan and scope and was proved very successful in operation.

Will Plant Trees

The Students' Cooperative Association of the Hicksville, N. Y., high school will plant 3,000 Norway spruce in the high-school grounds on Arbor Day.

—Supt. W. F. Weisend, of Burley, Idaho, has announced his retirement with the close of the school year.



A: I saw this same kind of towels at the Ritz.

B: Yes, they're good towels. One does the work of two or three.

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National Paper Products for your schools

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1000 counted sheets in a sanitary wrapped package for the home. Same quality as "No Waste" and made from clean spruce wood only.

WEALTHY schools have found no better towels—others have found none more economical—than Public Service Towels. They combine great absorbency with strength. They dry like linen—"rub, don't blot." One does the work of several.

More Public Service Towels are used than any other towels in the world, because they give utmost satisfaction and *value*.

School systems throughout the country are saving from 20% to 30% through the use of Public Service Towels and No Waste folded Toilet Tissue, manufactured with the economies of quantity production and dispensed through fixtures that prevent waste. You too should make this saving.

A post card will bring full information.

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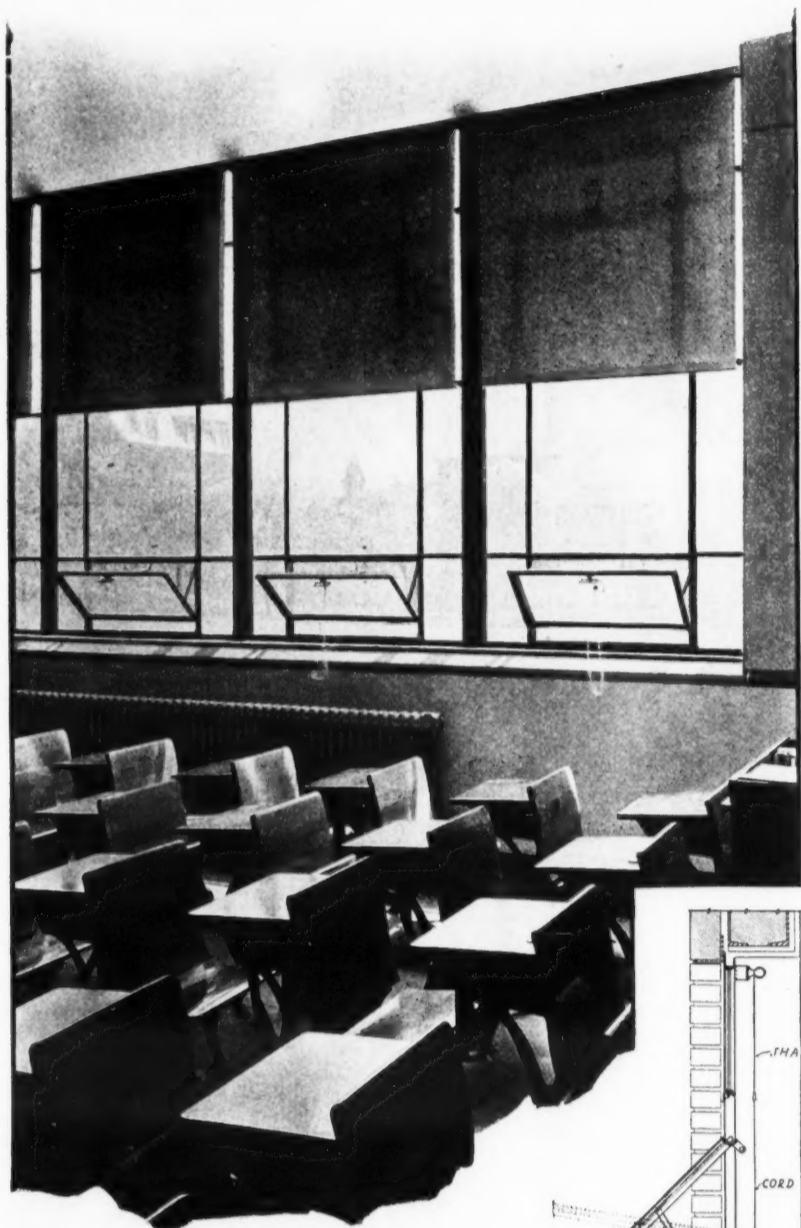
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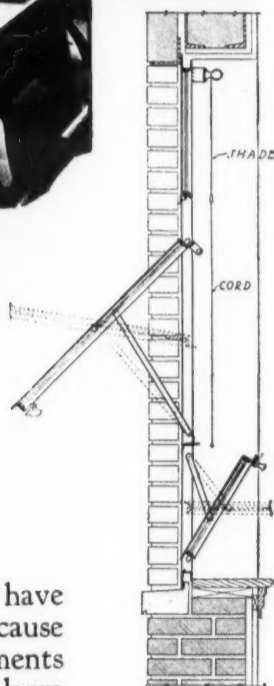
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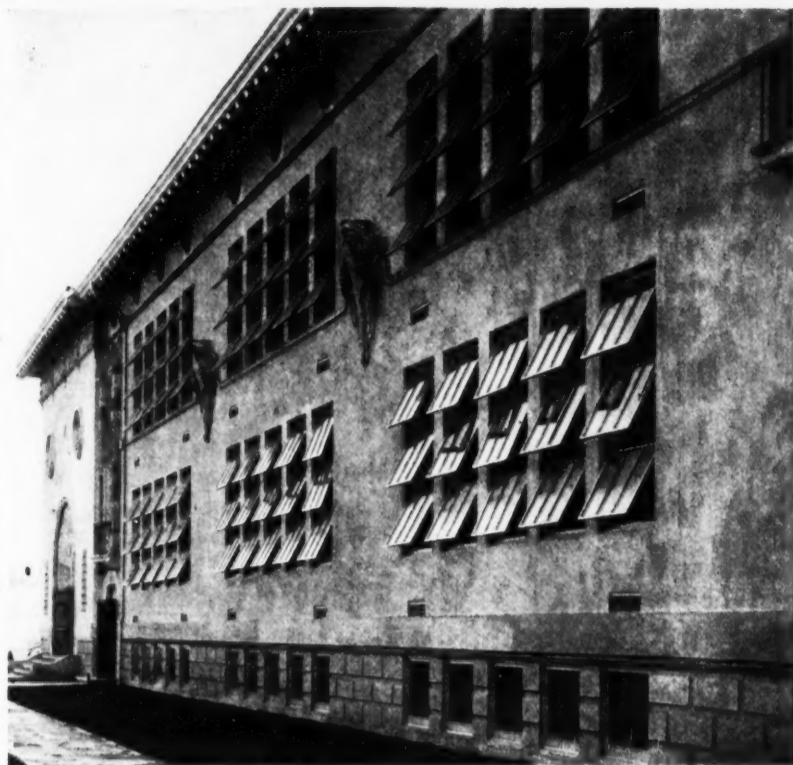
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Their durability and economy over a term of years are also factors in their country-wide use in good school-buildings. A call to any Lupton office will bring expert window counsel, free of obligation. Let us send you Catalogue C-141.



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The Truscon Awning Type Window was developed primarily for use in American school buildings in accordance with the method of ventilation recommended by the New York Commission on Ventilation, headed by Dr. C. E. A. Winslow of the Yale School of Medicine. The general approval which greeted the introduction of Truscon Awning Type Windows shows that this is the ideal window for schools.

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SERVICE:—We have expert servicemen on call, free of charge.

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Use the Norton Liquid Door Closer with Hold-Open Arms and do away with door stop on bottom of door.



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Cincinnati, Ohio.

Cass Technical High School,
Detroit, Mich.

Technical High School,
Omaha, Nebr.



THE GUIDANCE OF MALADJUSTED PUPILS

The Central High School, Cleveland, Ohio, is located in a district which has changed rapidly during the past five years and it is only with the greatest difficulty that the school has been able to keep up with the problems resulting from the change. An increasing number of failures and conduct disorders, due to low mentality, physical disabilities, personality traits, and bad home conditions forced the school to establish a clinic to study and handle such maladjustments. Definite results are beginning to show this year, and the work can now be called one of the outstanding activities of the school.

A worker trained in clinical psychology, the school doctor, nurse, hygiene teacher, and attendance officer, each gives part-time service in special research. The aims of the department are as follows:

(1) To train all teachers to recognize the slightest signs of maladjustment, and to report such manifestations immediately.

(2) To make a clinical examination of each misfit pupil to determine the cause of his behavior deviation and to recommend the necessary treatment. (This includes a Binet test to determine native intelligence, interviews with the pupil to reveal personality traits, home visits to discover the personal history and the social background of the individual, and a physical examination to determine his medical status.)

(3) To see that the recommendations resulting from the above diagnosis is carried out; that the pupil is sent to the proper clinics for treatment, transferred to an environment better suited to his needs, or placed in special classes.

(4) To interpret to the home the pupil's difficulty, and the effort the school is making to correct it.

A special department has been set up to teach the pupils of low mentality and those with peculiar personality traits. In this department ten expert teachers present a minimum of academic work and a maximum of personal interest in and mothering of these boys and girls.

As a result of this program, regular teachers have been relieved of the dragging influence of maladjusted pupils; 250 pupils have been placed in the special department where they can work without fear of ridicule, and many cases of discipline have been avoided, together with emotional upsets, through the placing of problem pupils in a cheerful atmosphere where they are able to experience some kind of success.

Outside of the department 123 girls have been handled with an appreciable measure of success in all cases except five.

GROUPING PUPILS IN HIGH SCHOOLS

At the recent Conference of Associated Academic Principals of the State of New York, Dr. Warren W. Cox, Chief of the Educational Measurement Bureau of the New York State Education Department, discussed the grouping of pupils in larger high schools which he declared to be one of the most pressing of present-day problems. He said in part:

Four assumptions are made when we group pupils in high school on the basis of their ability. First, that our modern high school is more than a college preparatory institution; second, that the aim of our high school is not the selection of pupils; third, that pupils differ from each other greatly; and fourth, that the high school should recognize individual needs. Unless we accept these assumptions there is no value in grouping pupils. On the other hand to group them and then fail to make proper adaptation of courses of study and methods of teaching will lead to very unsatisfactory results.

One of the first problems is that of the basis for grouping. Marks of grade teachers cannot form the basis because of their unreliability. Intelligence test scores are the best single basis. Achievement tests should play a large part in certain subjects. There are very few good prognostic tests on the market, their main use being to determine whether a student can profit by a subject.

As a practical procedure, therefore, it is suggested that groups be formed tentatively on the basis of intelligence tests and adjustments be made later when the teacher has been able to study individuals in her group more thoroughly.

The problem which is causing greatest difficulty is that of adapting the courses of study to ability groups. The dull groups usually suffer. Until syllabuses have been developed for different groups we can only encourage the teacher to use her ingenuity and relieve her of any requirements which would interfere with her initiative. She should make weekly reports, for future reference.

I thoroughly believe that progress in secondary education is dependent upon a solution of the problem of grouping pupils. The efficiency of our high schools depends not upon their ability to make the pupils fit an established course of study, but upon their ability to fit the school to the needs of the pupils.

SCHOOL ADMINISTRATION

—The New York City board of education has disapproved a bill introduced in the legislature which would abolish the board of superintendents by giving all authority to the city superintendent. The bill would make the superintendent's position permanent and would give him the right to determine all the duties of the associate superintendents.

—New York, N. Y. Under a new rule of the administrative department, applications from principals for permission to hold graduation exercises in buildings other than school buildings, must be accompanied in each case by a certificate that the building is fireproof, that the auditorium is safe, and that there is a sufficient number of fire escapes.

—Plans have been formulated by the board of superintendents of New York City for a more careful supervision and direction of instruction in the more important subjects in the high schools. Associate Supts. Herman Wright and John L. Tildsley have been assigned to this work. Supt. Wright has also been placed in charge of the high-school division. Mr. Wright will be assisted by the new director of school organization appointed to succeed him.

—The one-teacher schools in Charleston county, South Carolina, have been reduced in ten years from 26 to three. Substantial brick buildings, with

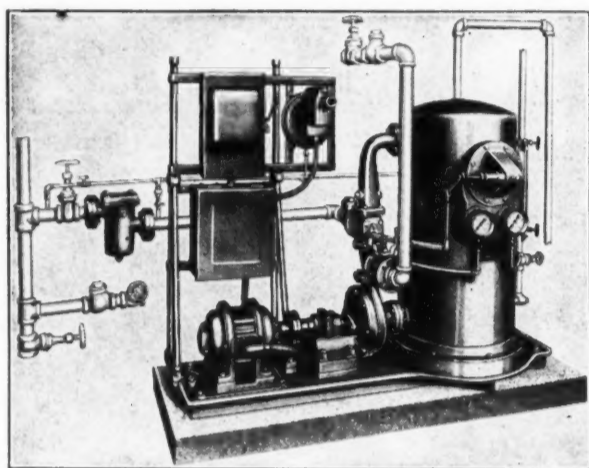
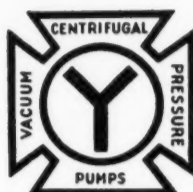
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V1 Unit equipped for automatic vacuum control, showing piping connections. Suction strainer and check valve at inlet of pump are furnished with unit, as well as companion flanges, bolts and gaskets.



Deliver Adequate Performance in the Two Important Functions of a Vacuum Pump

IN PRESENT DAY systems of school heating, where high vacuums are becoming standard practice, the first function of any vacuum pump is to create and maintain a vacuum in the heating system, the second function is to return all water, of condensation to the boiler.

Young Pumps meet these two requirements with complete adequacy. The vacuum producing element creates a powerful suction with ample capacity for high vacuum, keeping all returns free from water. This element produces a higher vacuum than any that are encountered in a heating system as a result of condensation.

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adequate teaching forces, have replaced the old-time structures.

—St. Louis, Mo. A special school-board committee on transportation, in submitting its report to the board recently, was in substantial agreement that the transportation problem is sufficiently large to be concentrated in one department, and that the transportation facilities could be better and more economically handled by a special division directly responsible for this work.

As a result of its findings, the committee recommended that the entire transportation and hauling facilities of the board of education be placed in the department of school buildings, together with the necessary appropriation needed to carry out the plan.

It was recommended that a division of the building department be formed to be known as the transportation division, whose duty it would be to furnish the various departments sufficient transportation facilities to carry on the activities peculiar to their department.

Under the plan, all types of transportation will be placed under the control of one department of the board. The responsibility for all matters pertaining to the board-of-education garage, the employment of chauffeurs, the maintenance of motive power, and transportation problems in general will be borne by this division.

—The North Carolina department of public instruction has issued a report on rural supervision, which takes up the character and amount of rural supervision, improvement in academic factors in supervised and unsupervised counties, and the value of supervision to the child and to the taxpayer. A study of the academic factors of school efficiency show that the rural schools of the state are making progress along all lines. However, in each factor—the holding power of the school, increase in school term, securing and retaining of better teachers, and the number of elementary schools reaching the standards—the supervised counties show greater progress than the unsupervised counties. It is evident from these facts that the supervision of instruction is a positive factor in improving the academic efficiency of rural elementary schools.

—The administrative department of the Long Beach, California, schools has adopted the slogan, "the prevention, not the cure of failure," for the school year, and its activities will be centered around this principle. Among the activities to be

carried out are the development and extension of counseling in the elementary schools; the organization of classes for crippled, underprivileged, and deaf children, and classes for the conservation of sight, and the organization of a demonstration school where an experiment will be made with the latest methods of instruction under a select group of teachers, etc.

—The chairman of the Lynn, Mass., school committee declined to permit the use of the high-school auditorium for a meeting to be held in connection with the community-fund drive. On the advice of City Solicitor Shanahan that the city would be responsible for any personal injury suffered by folks using these halls the decision was made not to allow promiscuous use for meetings and such things, the mayor declared. Even the parent-teachers' associations have been barred, he said. "The cost of liability insurance to cover the city against damage claims is heavy. Where the hall is engaged and the petitioner carries the insurance that will command special consideration."

—The East Huntington, Pa., township board of education has voted to take out liability insurance covering all entertainments held in the auditorium, gymnasium, and athletic field.

—The St. Louis, Mo., board of education maintains and operates eighteen autos and trucks, but carries no liability insurance on them. The law permits fire insurance but no liability insurance.

—In recent months the elementary schools of New York City have had a falling off of 1,374 pupils while the part-time schools gained 2,731 pupils.

—Forty-four superintendents reported the use of the Dalton plan, or some modification of it, and 41 reported the use of the Winnetka technic, or an adaptation of it, in answer to a questionnaire sent out by the Bureau of Education, to 280 school superintendents of cities of 10,000 or more population.

—Supt. A. C. Davis of Yakima, Wash., with the cooperation of the teaching staff, has effected a reorganization of the school system on the three-track plan. A chart of suggested progress has been prepared, outlining the advancement of the three groups of students. A course of study adapted to the needs of each group has been prepared and a special report card is being used for each group. The plan has been in use for the past two years and will be extended to all schools.

—The county board of education at Lancaster, Ohio, has confirmed the action of the local boards of education in requesting parents to have their

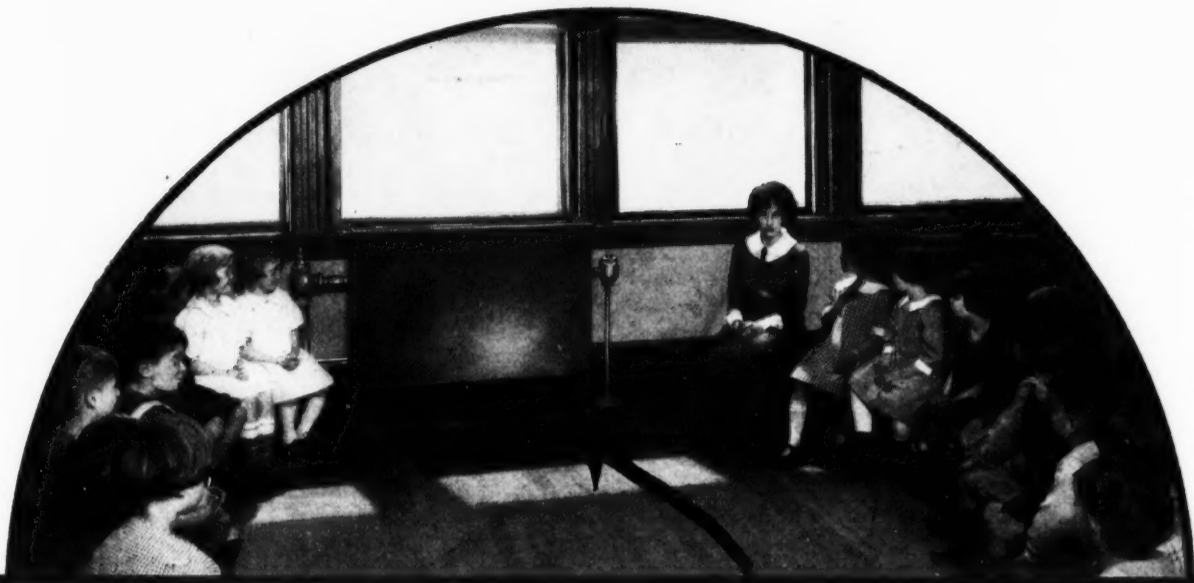
children meet transportation busses in places where the roads are impassable for the busses to come to their usual points. This action was deemed necessary because the conditions prevailing in various parts of the county are such that parents are refusing to have their children meet transportation busses at a distance of less than a mile from their homes. According to section 7731, local boards may deem it unnecessary to transport children under certain conditions, exactly according to law, and if the county board confirms the action parents are required to meet the conditions set down by the boards of education.

—The board of education of Ansonia, Conn., proposes a change in its rules whereby teachers absent owing to death in the family will not forfeit their pay. The committee in charge of the revision consists of Henry M. Bradley, Jr., and John Dunne. One of its tasks is to determine "family" as a part of the new rule.

A committee of the Omaha, Nebr., school board, headed by Pres. Edward R. Burke, is working out a set of rules and regulations governing the office of O. T. Eastman, the new business manager of the school system.

—A credit union has been established by the Chicago Teachers' Federation. The announcement says: "To become a member one must belong to the group and buy at least one share of small par value. The money accumulated is invested in loans exclusively for the members at low rates of interest for provident purposes, making it unnecessary for any teacher to go to a private money lender for credit accommodation, if she is eligible to the union. All profits are divided among the members in interest and dividends."

—According to Miss Mary A. Jordan, principal of the Kimberly School, Montclair, N. J., an insurance plan has been adopted in that school whereby teachers are enabled to retire at the age of 65 with life incomes. The annuities are purchased jointly by the teachers and the school. Contributions of the school are of such a liberal character that the retirement incomes purchased by the teachers are substantially augmented, especially for those with twenty years' service or more. Where such a term of service has been completed the teacher has the privilege of increasing her deposits to any desired amount, while the school will increase its contributions so as to duplicate the increased annuity obtained by the teacher's increased deposits.



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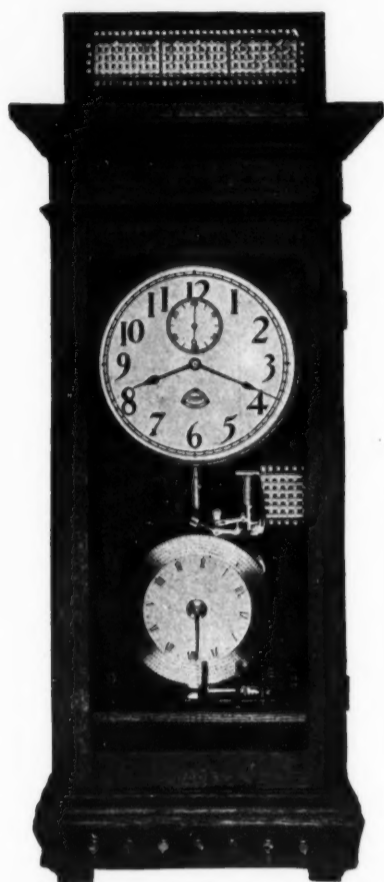
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THE DALLAS CONVENTION (Concluded from Page 56)

play and adequate care of their photographs and plans. At Dallas the arrangements were excellent, but similar good treatment has not been accorded the architects since the Cleveland meeting.

The Resolutions

The resolutions followed along the lines of similar documents in recent years and reaffirmed the department's belief in the present program of education. One paragraph read:

"We recognize the equal right of all children, regardless of wealth, social position, native ability, and all other conditions, to full and free opportunity for the kind and degree of education which will insure their best and fullest individual development, and fit them most perfectly for the duties and responsibilities of individual, social, civic, and spiritual life. Therefore, we commend the increasing efforts of boards of education and administrative officials to adapt school organization, courses of study, and method of teaching to the varying needs of children. We recommend and urge the hearty support, financial and otherwise, of the scientific research whose aim is to discover the means by which teachers and administrative officers may determine more readily and accurately the educational possibilities and needs of individual children."

Other resolutions asserted the continued need of superior teachers to whom are to be paid salaries which make possible the achievement of the highest standards of personality, educational preparation, and professional skill. Equal opportunities for rural children are argued in one of the resolutions. A large proportion of the support of the schools should be assumed by the large units of the county and the state. Principles of taxation should be studied and scientific methods for obtaining revenues for the support of the school should be adopted. Again, another resolution said:

"We recognize that under our form of government responsibility for the support and administration of education rests with the states. In order that they may more fully and effectively meet this responsibility, state and county school administration should be kept free from partisan and factional politics. We believe this can be accomplished best through rightly constituted state and county boards of education with administrative officials selected by and responsible to these boards. The wisdom and effectiveness of this policy have been demonstrated in city school administration. We recommend its adoption in all school administrative units, whether state, county, or other units."

A department of education in the federal government was urged on the basis of the possibility of conducting inquiries and disseminating information in support of the programs, controlled and administered locally. The United States Bureau of Education was commended for its great service; commercial exploitation of the schools, interfering with the legitimate purposes and functions of the schools was denounced; consolidation of rural schools was recommended as a means of equalizing the opportunities of country children. Again:

"Schools can function most effectively only when education is regarded as a high profession and when the ethics of the profession are observed by teachers, administrative officers, and governing boards. We, therefore, deplore all disregard of such ethics, whether for personal, partisan, or political reasons."

* * *

"Spiritual values" was the catchword most frequently heard in the addresses and discussion. It would be exceedingly interesting to compare the definitions and the implications of the term as used by the several speakers. In many instances the speaker really meant the motivation of work and correlation with citizenship rather than spiritualization. A proper statement of spiritual values is still one of the

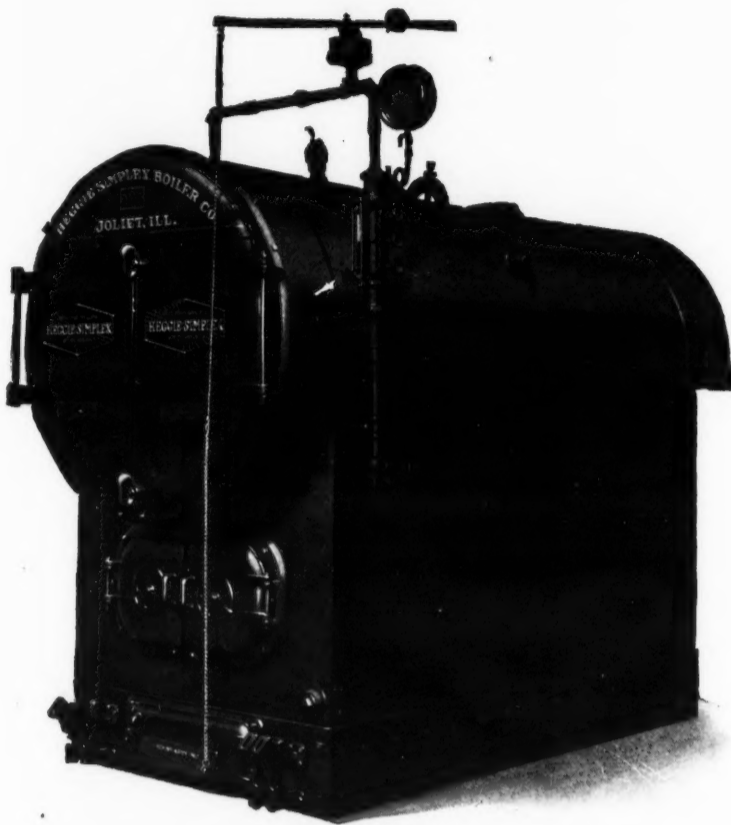
major needs of American educational theory and practice.

—The enforced retirement of Supt. David B. Corson of Newark, N. J., is severely criticized by the *Newark Star-Eagle*. It says editorially: "The welfare of individual favorites in various posts and insistence upon personal plans received first attention from the commissioners. The welfare of the schools as a general establishment, involving the welfare of pupils and the finances of taxpayers, was forgotten. Private advancement was put ahead of public good. No person who might come to Newark could be viewed as competent if willing to submit to a continuance of such conditions, those with which Dr. Corson had to deal constantly. Undoubtedly there are hundreds who would accept the post under any conditions, but the attraction would be in the salary, not the welfare of the schools. The sincere person, honestly devoted to the work he would assume, would place reputation prior to salary, as did Dr. Corson."

"Although always recognized as a good schoolman and an educator of distinction, Dr. Corson has been none too fortunate in his official contacts. It may be that his determination to shape the school system in accordance with his own ideas and policies and his making light of, or ignoring, the counsel of his staff, and of the board itself, contributed to the feeling of dissatisfaction that culminated in the request for his retirement. He at times incurred impatience and some feeling of enmity in others in school matters. This however, left him determined to follow his own course of professional action."

—B. C. Martin, a board member, presided at the dedication of the new Benjamin Franklin School at Fargo, N. Dak. President E. G. Clapp of the board was the principal speaker. Superintendent J. G. Moore also spoke.

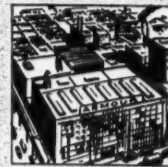
—Erie, Pa. The board of education, in February last, was deprived of the services through death, of the late Marvin E. Griswold. Mr. Griswold had been a member of the board for the last twelve years and had served the city schools both diligently and faithfully. As a special mark of respect to his memory, the board of education has named the library of the Academy High School the Marvin Griswold Library.



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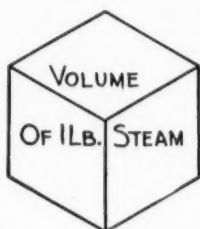
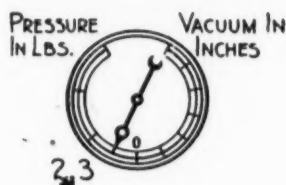
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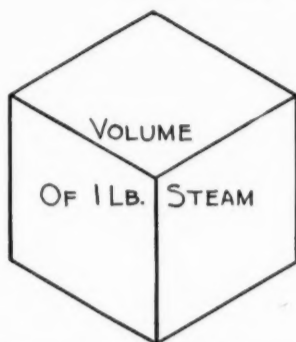
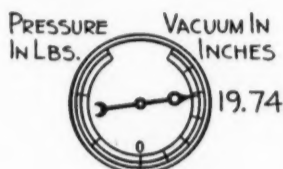
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But to realize the tremendous advance that has been made in steam heating by the new Dunham Differential Vacuum Heating System we must look not only at the equipment which accomplishes this, remarkable though it is, but we must study the properties of steam to see how it has been made possible to achieve these results.

Reference to the illustrations above will show that 1 pound of water boiling at 19.74 inches of vacuum will produce 73.33 cu. ft. of steam with a heat value of 1000.3 B.T.U., and at a temperature of 162.28 degrees. The same pound of water boiling at a gauge pressure of 2.3 lbs. will produce only 23.38 cu. ft. of steam—less than one-third the quantity produced under the vacuum condition—and this steam will have a heat value of but 965.6 B.T.U., while its boiling point will be 219.4 degrees.

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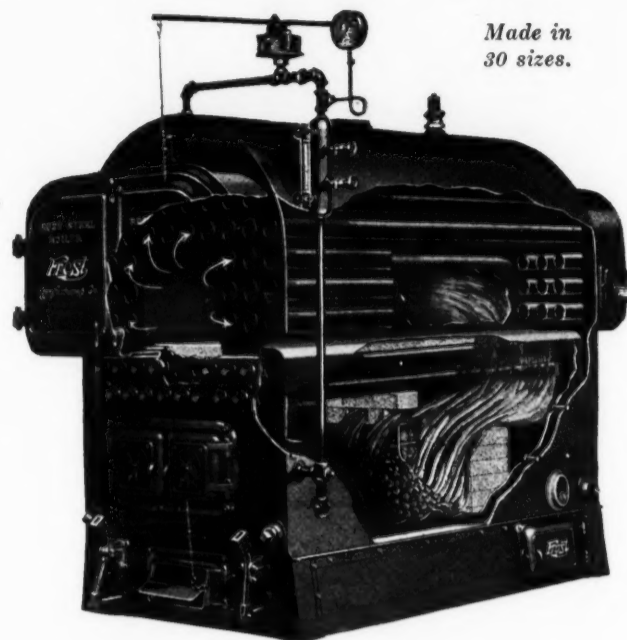
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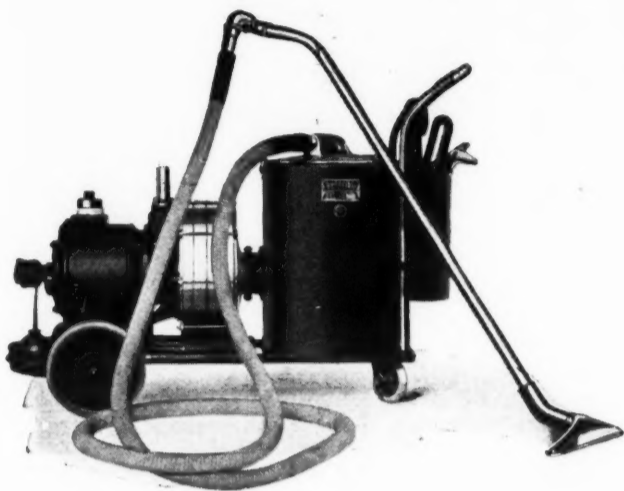
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CHICAGO CORRESPONDENCE

Several months ago Mayor William E. Dever nominated four citizens as trustees of the schools and sent their names to the city council for confirmation. He nominated Dr. Otto L. Schmidt, president of the Chicago Historical Society; Mr. Charles J. Vopicka, ex-minister to Roumania; Mr. Walter J. Raymer, bank president and ex-alderman, and Mrs. Helen Hefferan, club woman and holdover trustee. The names were sent to the council committee on schools, fire, and civil service. For three months the committee stalled on confirmation in spite of the fact that Mayor Dever's floor leader, Alderman Arvey of the 24th ward, made vigorous efforts to secure approval on the appointments. Finally, the committee accepted Mr. Vopicka and rejected the others. Dr. Schmidt was rejected because he once belonged to a citizens' committee which took a stand on a school issue inimical to the Chicago Teachers' Federation; Mr. Raymer was rejected because he refused to appear at the hearings to be quizzed on his views; and Mrs. Hefferan was rejected because she was said to favor platoon schools, she heartily sponsored junior high schools (anathema to the Chicago Federation of Labor) and she was said to have supported Superintendent McAndrew's policies too frequently. On February 23, the day after the aldermanic primaries, the mayor's majority in the city council, after a vitriolic session confirmed all four nominees by a vote of 28 to 11. The new trustees have taken their oaths of office for their respective terms covering periods of from one to five years.

Ex-Mayor William Hale Thompson was nominated in the Republican primaries by a huge majority of 186,000 votes. During the campaign Mr. Thompson was quoted as saying that he hoped the council would delay confirmation of the school trustees, because if he wins out in the April 5 mayoralty election, he would appoint trustees pledged to oust Supt. McAndrew. As it now stands, if Mr. Thompson should become mayor again, he would not be able to control the school board until May 1, 1928, unless resignations, deaths, or conversions among the present trustees to his banner take place. Mr. McAndrew's term expires February 1, 1928.

Mayor Dever's platform for reelection includes a plank of achievements in construction of school buildings. Over 50 new school buildings have been erected during his term; 29 new buildings were

opened during 1926 alone, and the school board has already approved and started construction on eighteen other buildings to be opened during the first half of 1927. The year 1927 will probably surpass the record year of 1926 for total school-building construction. This monumental endeavor has been pushed by school-board presidents—former president Charles Moderwell, former president, the late Edward B. Ellicott, and by the present acting-president Julius F. Smietanka. Mr. Smietanka has served continuously throughout the construction regime and has been a guiding counselor. As chairman of the finance committee, he and Dr. N. B. Henry, secretary, devised a means of financing the huge program. The staff of executive and technical experts managing the enterprise included Superintendent McAndrew, Homer Davis, director of the bureau of building survey, and Mr. John C. Christensen, school-board architect.

Four thousand children were victims of automobile accidents in Chicago during 1926—one out of every 125. This is at the rate of three hundred thirty-eight children per month and was the average 30-day toll. Nearly all mishaps occurred in the streets. Police records show that the accidents took place at the following places:

Within block.....	43%
Street intersections.....	41%
On boulevards.....	12%
In alleys.....	2%
Railroad crossings.....	1%
In parks.....	1%

Hundreds of children have been crippled for life, many are severely injured for years, 188 died from their injuries. A visit to the county hospital and other institutions reveals the sufferers in all manner of surgical appliances and devices trying to undo the work of the modern weapon—the automobile.

On two occasions the Chicago school board has adopted resolutions asking the city council to place on the ballot for a referendum by the people the question of increasing the school tax levy from \$1.92 per \$100 of assessed valuation to \$2.92. To date the council has refused. Meantime, the council appropriated \$46,000 for a special committee to attempt to secure an increase in assessed valuations. If valuations were increased, not only the schools but the city and other taxing bodies would fall heir to increased resources. Pessimism is the chief fruit of the year's activities by that committee. In spite of the fact that the average annual increase in

assessed valuations for the past ten years has been \$40,000,000 without any special drive, in 1926 with a special drive the increase amounted to \$8,000,000 only—\$32,000,000 less than the average.

The outlook for the schools is dismal. It will be necessary for the school board to do three things, if it hopes to stretch its finances to the end of the present year, namely, (1) borrow up to the legal limit of its borrowing power, (2) induce the county treasurer to turn over school tax collections in December (it has been done this early only once in the past six years, and that was when the incumbent was retiring from office), and (3) refuse to pass the pending teacher-salary schedule. (The school board adopted this schedule a year and a half ago, and then reconsidered it; the matter has been pending since then. Meanwhile, the median Chicago elementary school teacher has lost \$450 in salary to date, by the reconsideration. Thus, from one viewpoint, the Chicago schools are able to continue open at the expense of the teaching force.)

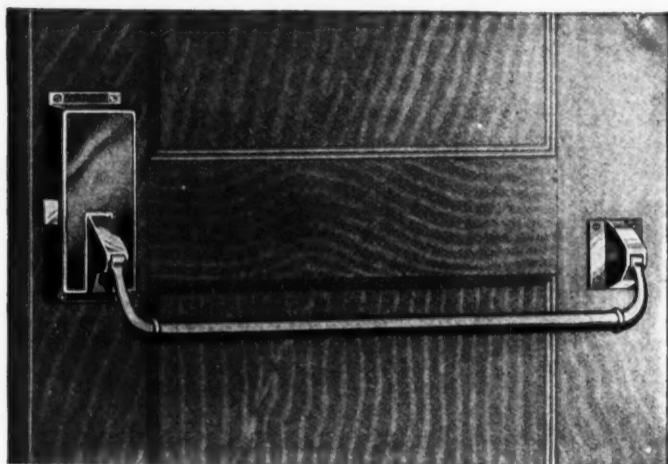
The same committee of the city council which waged a three-month fight against confirmation of the mayor's school-board appointees has thwarted a popular referendum on the question of an increase in the educational-fund tax rate.

An amendment has been proposed to the 70-year compulsory-retirement law governing the Chicago teaching force, and it is now pending before the state legislature. The present law makes retirement at 70 compulsory but provides a \$1,500 annuity. The amendment would permit teachers, principals, district superintendents, and assistant superintendents who have served twenty-five years to retire voluntarily from active service at the age of sixty years and receive a pension ranging from \$700 to \$1,500 annually. The bill provides that the school board may require a mental and physical examination at the age of 65 and involuntarily retire persons failing to pass the tests.

Four members of the school board, three assistant superintendents, four district superintendents, and many principals attended the meeting of the Department of Superintendence of the N. E. A. at Dallas, Texas. Edward E. Keener, director of the Bureau of Instructional Research, was elected vice-president of the Educational Research Association, of which Dr. John K. Norton, director of research for the N.E.A. was named president.

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Operates perfectly in conjunction with standard make of door closers.

Made to meet the use and abuse to which a school door lock is subjected.

In the past, many Chicago school people have felt that the schools have been unjustly damaged by inaccurate and untimely newspaper accounts. The Chicago Principals' Club recently appointed a special committee on school-newspaper relations. A partial report of that committee sets up standards of action for both the teaching force and the newspaper publishers. It follows:

"Let it be said at the beginning that the Chicago Principals' Club can have no objection to accurate and responsible publicity. Holding our trust from the people we are not averse to any fair report of our stewardship. We do not, therefore, ask that any newspaper suppress facts but, for the welfare of our common interest in the public schools, we ask that publishers and principals (and others) adopt a policy better in keeping with civic good. We therefore recommend:

"For school administrators: An insistence that school officials welcome reporters and adopt a more liberal attitude toward publication. Principals not infrequently treat reporters as meddlers forgetting that there can be no logical objection to any true report to the public of the conditions in public schools. As a result the reporters must get their information from less reliable and more inflammatory sources. To remedy this situation the club welcomes all accredited inquirers, offers to put them in the way of quick and accurate information relative to public-school affairs, and urges its members to adopt a courteous and frank attitude toward newspaper men.

"For publishers: (a) That editors definitely discourage the manufacture of news and especially the fomenting of trouble. For instance, when recently the dean of girls of a Chicago high school attempted to lessen the use of rouge, reporters inveigled girls into having their pictures taken in the act of making up. This quite definitely injured the morale of the school.

"Another and more objectionable instance occurred in certain misunderstandings at recent graduation exercises in high schools when reporters outside the building are said to have conferred with and advised disgruntled students that the conditions might be aggravated to stormy dimensions.

(b) That editors reject irresponsible and ruthless copy.

"An instance: At the time when we were retiring to emeritus service certain of our honored veterans, one of the Chicago papers reminded a few and told

a million that one of these men had been through a sensational divorce case years ago, even neglecting to say that the courts had decided in his favor.

(c) That editors ask their reporters to check up carefully on facts. An instance: Some time ago the public was given to understand that a boy had committed suicide because he had been reproved and had "failed to pass the mid-winter examinations." The facts, quite the opposite, were that the boy's schoolwork was superior and that his deed was probably generated by a mind overstimulated by morbid and excessive home reading. These facts might have been obtained by telephone from the principal.

(d) That only seasoned reporters be sent to cover school cases. We know that the journalists of Chicago are as loyal to the public schools as we are ourselves. We know, too, that in the rush of of news assembly, inadvertencies will arise; it seems then that our common welfare would best be guarded by reporters whose zeal for a story is tempered with responsibility."

Superintendent William McAndrew has charged his own board of education with "constant obstruction of the operation of the educational system." His charge centers primarily at the present time on two matters, the board's reluctance to concur in his transfer of a teacher because of inefficiency and of its delay in approving his plan for expanding the Bureau of Instructional Research.

Some months ago a teacher in the Juvenile Detention Home was marked "unsatisfactory" by her principal and by her district superintendent. Thereupon, she was transferred to the Cameron elementary school. She protested and carried the matter to the school board. Meantime, her work at the Cameron School proved satisfactory. At the same time, another teacher who had been marked "unsatisfactory" in her regular school had been transferred to the Juvenile Detention Home school and at the end of the semester she, too, had been found satisfactory. In spite of the apparent felicity of the trade, the first teacher demanded a return to her former position at the Juvenile Detention Home. The school board has to date failed to support the superintendent fully. The following statements are attributed to Mr. McAndrew anent the situation:

"There is more sympathy than business in the handling of our teachers by the board," he declared.

"The board will not get rid of its doubtful teachers and this increases inefficiency. Any business organization builds efficiency by disposing of the doubtfuls, and that is what we should do in our teaching organization."

"The board thinks only of the teacher I am trying to dismiss. They do not consider the expense in time and money to the parents of 40 or 50 pupils taught by an inefficient teacher."

"I am at a loss to determine what should be the policy regarding inefficient service."

"I never knew a school system anywhere where it was so hard to get rid of poor stuff. It seems as if I were alone in an effort to make the schools serve the children and the parents rather than the individual teacher. Are you, as a board of education, going to leave to your executives the responsibility of getting good service, or are you going to subject us to the influence that we don't know what we are about?"

"Never, since I have been here has any board member called my attention to an inefficient teacher. Your whole attitude seems to be that we are running the schools for the teachers."

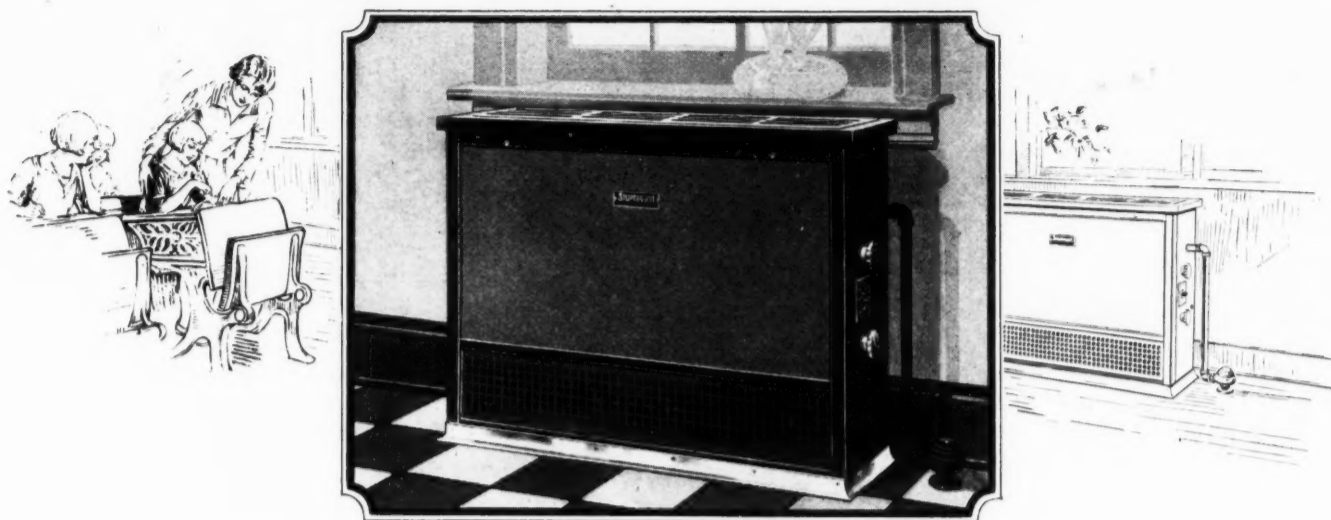
"I have worked harder in the last three years than ever before in my life," the superintendent said, "but have accomplished less because of the failure of this board to act upon my suggestions without interminable delay."

The Harmon-Foundation Aid to Playgrounds of the Country

The Harmon Foundation, of New York City, through its division of playgrounds, will donate 23 playgrounds to as many communities of the country during the year 1927. This brings the total of Harmon fields or land reserved for recreation purposes to one hundred.

Under the plan, a single locality having more than 2,500 inhabitants and showing a desire to cooperate in the development of a permanent playground may receive as much as \$2,000 from the Foundation for the purchase of the necessary land. The site must contain at least two acres of level land and it is further required that \$300 be spent in improvements on the land the first year and \$200 during each of the succeeding four years.

Applications for aid in obtaining playground sites are handled by the Playground and Recreation Association of America and the details for carrying out the procedure are in charge of the Division of Playgrounds of the Harmon Foundation.



Back of this equipment —Sturtevant's 60 years of experience

AS with all Sturtevant products, you can be confident that The Sturtevant Unit Ventilator is as efficient and dependable as the finest research and engineering facilities can make it. It is the result of sixty years of experience—the product of the largest organization of its type in the world.

Sturtevant Heating and Ventilating Equipment is made in a wide variety of types for every purpose.

Sturtevant believes in "fitting the equipment to the job"—not in "fitting the job to the equipment." It is prepared to furnish the particular type of equipment which will most efficiently and economically meet your requirements.

The handsome steel cabinet of The Sturtevant Unit Ventilator, with its paneled front, make it the most attractive equipment of its kind. Its baked-on enamel finish of dull, olive green, its nickel plated outlet grille and the polished cove round the base are additional features that add to its appearance. It can also be furnished in lacquer, French grey and plain color finishes. All parts are easily accessible and constructed with strength and simplicity.

Complete detailed information on The Sturtevant Unit Ventilator may be obtained from any experienced heating and ventilating engineer or contractor, or from the nearest Sturtevant office.

B. F. STURTEVANT COMPANY, HYDE PARK, BOSTON, MASS.

Atlanta	Charlotte	Dallas	Indianapolis	Montreal	Rochester
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	Seattle	Toronto	Washington		

Sturtevant Unit Ventilator

REG. U.S. PAT. OFF.
HEAT and VENTILATION

Fire Insurance and Fire Prevention

Interesting and valuable modifications of policy are reported as a result of a survey of fire prevention and insurance undertaken by Harold Headley, business manager of the board of education, Millville, New Jersey, during the school year 1924-25. The survey was made for the two-fold purpose of eliminating the hazards due to fire and of placing the insurance on a sound financial basis. As a result of the survey, the hazards have been reduced to a minimum, the amount of insurance has been increased by 81.66 per cent, and the annual premium has been decreased by 0.71 per cent.

In connection with the survey, the Actuarial Bureau of the National Board of Fire Underwriters submitted figures showing that the fire losses in schools in the United States during the period from 1919 to 1923 were \$33,732,702. Of this loss, \$10,382,430 was preventable, \$6,587,002 was partly preventable, and \$17,763,270 was unknown, but largely preventable. The losses by years were as follows:

1919.....	\$5,873,645
1920.....	6,456,441
1921.....	6,730,858
1922.....	7,315,888
1923.....	8,355,870

Thus, in 1923, the losses averaged \$22,892 per day. With so great a fire loss, and a resultant loss in life, the need of a careful study of fire prevention was apparent.

With the need for insurance there goes an economic duty of the board of education. The citizens turn the school buildings over to the board of education. The board finds it necessary to keep the buildings in proper condition in order that the cost of upkeep may be reduced to a minimum and the efficiency raised to the maximum.

A building may with good care be made useful for a long period of years. Again, the most substantial building may, in a few hours, be rendered worthless by fire. A matter that confuses is that losses by fire are looked upon as dollars of loss, but what is really lost is not dollars but wealth, or tools with which to produce other wealth. If a school insured for one-tenth of its value is destroyed by fire, it is necessary for the public to provide nine-tenths of its value for replacement.

From the standpoint of the tax-paying public, indifferent to the waste caused by fire, much of which is controlled and still more of which is eliminated, the question of fire prevention becomes a serious matter.

Major Points in a Study of Fire Insurance

As a preliminary to the conduct of a survey, the following major points were considered:

1. Fire hazards and how they may be eliminated.
2. The need of fire insurance.
3. The proper amount of insurance to be carried.
4. The valuation of school buildings.
5. The reduction of fire insurance rates.
6. The expiration dates of policies affecting the annual budget.
7. The use of a schedule in insuring.
8. The standardization of written forms.

A fire prevention survey involving both an extensive and intensive study of school buildings was conducted by representatives of the Hartford Fire Insurance Company. The survey was made voluntarily and with no obligations to the board. Each building was studied from the standpoint of construction, fire hazards, probable fire spread, extinguishing facilities, and means of egress. A complete report was rendered, together with suggestions touching such improvements or changes as providing metal cabinets for paints and stains; providing safety cans for inflammable liquids; providing waste cans for rags and oily waste; providing

metal covers for soldering benches; replacing wooden switchboards; relocating toolrooms; charging electrical installations; removing combustible material from buildings; removing unnecessary wooden partitions; covering wooden doors with metal; replacing gas engines with electric motors; covering wooden ducts with metal; replacing gas lighting with electricity; locating fire alarm boxes in close proximity to schools; providing additional fire hose; installing more panic bolts, and adding or changing fire extinguishers. A study of the suggestions was made in order that changes might be made in the buildings during the summer months.

The Amount of Insurance to be Carried

It did not appear necessary to consider the need for insurance inasmuch as the lack of it indicates that the board of education carries on hand sufficient funds to cover any possible losses. The real need, it was felt, was a study of the proper amount of insurance to be carried. It would be but natural for the board of education to carry insurance to an amount that would be nearly equal to the value of each building. Such a large amount of insurance would involve a considerable increase in taxes. After a study of rates and premiums, eighty per cent was fixed as the amount to be carried inasmuch as this would give the board the benefit of a large amount of insurance at a very low rate. The eighty per cent coinsurance rate means equity to the policyholders because its purpose is based on two facts: First, the function of fire insurance is to indemnify those who suffer fire losses; second, the premium charged will be equitable, meaning that there will be no discrimination between individuals for risks of equal hazard.

The Equitable Distribution of Insurance Rates

Rates for insurance, it is pointed out, may be equitably fixed only when the amount of insurance bears a distinct relation to the value of the property. There is no other way by which the cost of insurance may be fairly distributed among different properties. It is well to remember that the coinsurance clause has no effect upon the amount due the school board in the case of a fire loss, whether the loss be large or small, provided the amount of insurance carried equals or exceeds the percentage of the full value of the property insured. The coinsurance clause is a factor when there is a partial loss, which destroys a small percentage of the property insurance, and even then only in case the amount of insurance carried is less than the stated percentage of the value of the property.

In connection with the survey, two examples of the coinsurance feature were studied. These are as follows:

Example No. 1—80 Per Cent Coinsurance Clause

Value of property.....	\$10,000
Insurance carried.....	6,000
Insurance required.....	8,000
Deficiency.....	2,000
Amount of loss.....	6,000

Apportionment

Company's proportion 6/8 or.....	\$ 4,500
Insured's proportion 2/8 or.....	1,500

\$6,000

Example No. 2—80 Per Cent Coinsurance Clause

Value of property.....	\$10,000
Insurance carried.....	8,000
Insurance required.....	8,000
Loss.....	5,000
Company pays.....	5,000

In order to carry insurance amounting to eighty per cent, the value of the buildings must be determined. With the assistance of contractors and others interested, the cost of building each school at the present time was determined. This figure was taken as the cost of the building at the time of its construction, and then the value was depreciated to the present time. With this value finally determined, the exact amount of insurance to be carried was obtained.

Lower Insurance Rates Possible

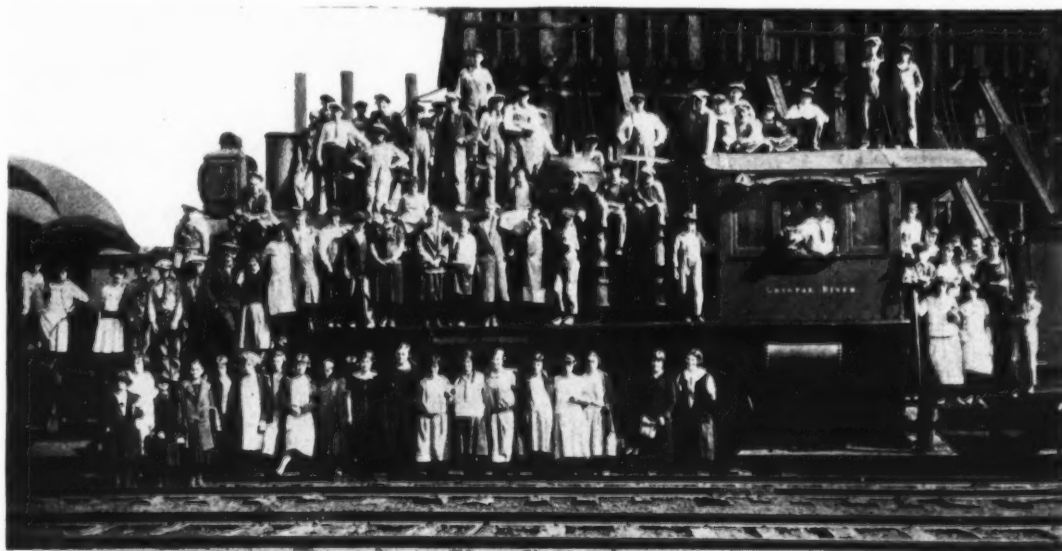
The next step in the procedure was to determine whether the rates paid were the lowest possible. In the study, copies of the rating schedules used in the office of the schedule rating expert of Newark, New Jersey, were obtained. A study of the rating system revealed that a much lower rate might be obtained in many instances. A second study of the schedule was made with the assistance of the schedule rating expert, with the result that in the case of the Memorial High School, the rate was changed from 54 cents to 26 cents, with a coinsurance rate of 15.6 cents.

A feature worthy of mention was the installation of automatic sprinklers. The manual training shop of the high school had a charge of 20 cents, which was removed following the installation of an approved system of automatic sprinklers. The Wood School, which had no such charge, was given a new rating. After a study of the various forms of automatic sprinklers, bids were awarded for sprinklers for these two shops, at a total cost of \$625. Following a rerating of the buildings, premiums amounting to \$702 were returned.

Keeping a Check on Policies and Expenditures

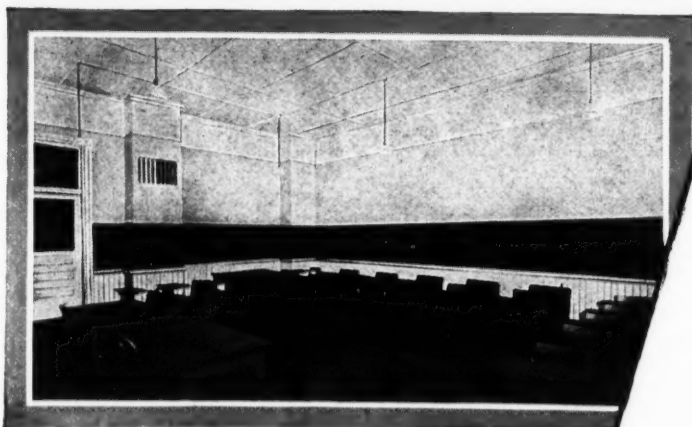
In all, there were 63 insurance policies, with 28 expiration dates, covering the Millville

(Concluded on Page 139)



THE SCHOOL CHILDREN'S "SPECIAL" NEAR PUEBLO, COLO.

The photograph shows the locomotive of the only train in the world used solely for carrying school children to and from their classes. The train is operated by the Colorado Fuel and Iron Company for the sole purpose of seeing that the children of employees get to and from school in comfort and safety. The train runs between Valdez and Primero, a distance of sixteen miles. There are 160 pupils who use the train.



Classroom in the Harrison School of Minneapolis which is painted from top to bottom with Barreled Sunlight, white on the ceilings and in tints on the walls

THE BOARD OF EDUCATION
Minneapolis, Minnesota

George F. Womrath
Business Supt.

U. S. Gutta Percha Paint Co.,
Providence, R.I.

July 17, 1926

Gentlemen:

Replying to your request for an expression of opinion on your BARRELED SUNLIGHT paint, I take pleasure in saying that we have used a large quantity of this paint in our school buildings. The color scheme of our classrooms includes a white ceiling, and BARRELED SUNLIGHT has been used on all ceilings painted during the last three years. The paint washes well, and retains to a remarkable degree its original gloss, and does not fade or become yellow.

Very truly yours,

George F. Womrath
Business Superintendent

GFV:GS

“The paint washes well.. and does not fade or become yellow”

Mr. George F. Womrath is widely recognized as an authority on school maintenance. What he says in the above letter about interior paint is well worth reading.

The Minneapolis schools under Mr. Womrath's management have used several thousand gallons of Barreled Sunlight. A thoroughly adequate test on which to base an opinion!

* * *

Wherever best possible light and sanitary cleanliness are essential, Barreled Sunlight Gloss sets the standard. A lustrous surface so satin-smooth it washes like tile—and so durable it does not wear away under washing. Handsome as the finest enamel, but costs less and requires fewer coats!

And for rooms where a flat finish is sometimes preferred, nothing is more suitable than Barreled Sunlight Flat. Extremely handsome and uniform.

Barreled Sunlight Semi-Gloss strikes a happy medium between these two finishes and is ideal for many uses.

When used in the pure white, Barreled Sunlight is guaranteed to remain white longer than any gloss paint or enamel applied under the same conditions.

You can get Barreled Sunlight in cans from 1/2 pint to 5 gallons, and in 30- and 55-gallon churn-equipped drums. Where more than one coat is required, use Barreled Sunlight Undercoat first. See coupon below.

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White—or Easily Tinted

By simply mixing colors in oil with Barreled Sunlight white, the painter on the job can easily obtain any desired shade. In quantities of 5 gallons or over we tint to order at the factory, without extra charge. For tinting small quantities our dealers carry handy tubes of Barreled Sunlight Tinting Colors.

Barreled Sunlight

Reg. U. S. Pat. Off.

U. S. GUTTA PERCHA PAINT CO.
44 Dudley Street, Providence, R. I.

Please send me your booklet "Interiors of Lasting Whiteness," and a panel painted with Barreled Sunlight. I am interested in the finish checked here—

Gloss () Semi-Gloss () Flat ()

Name.....

Street.....

City..... State.....



5 pails of dirt and filth removed from the air during a single week by a Carrier Air Washer—and this is only part of it!

Are *YOUR* Pupils Breathing *THIS*?

Five pails of disease-carrying dirt—a dry weight of approximately 125 lbs.—was shoveled from the bottom of a Carrier Air Washer settling tank after a single week's run. And this does not take account of the fine dust floating in the water and carried off in the overflow! Nearly ten pails of dirt intercepted before it was breathed by delicate lungs.

Carrier Air Washers actually WASH the air, saturating and removing the suspended dust and disease-breeding filth. Carrier-treated air is pure, fresh and properly humidified.

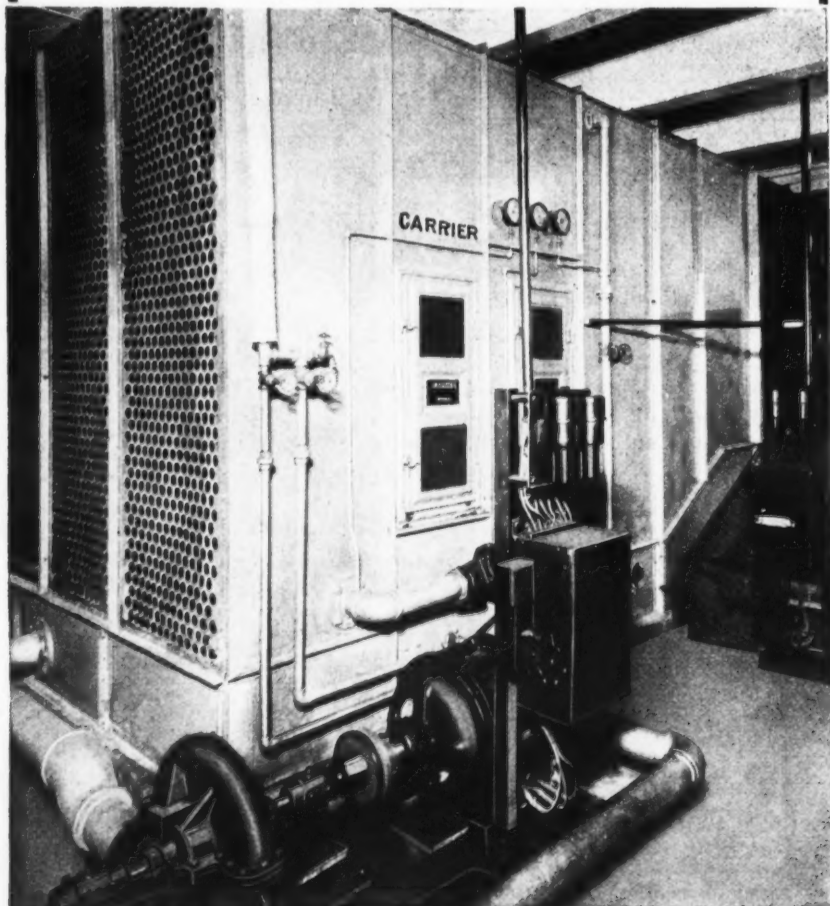
Write for full details.

CARRIER AIR CONDITIONING COMPANY OF AMERICA

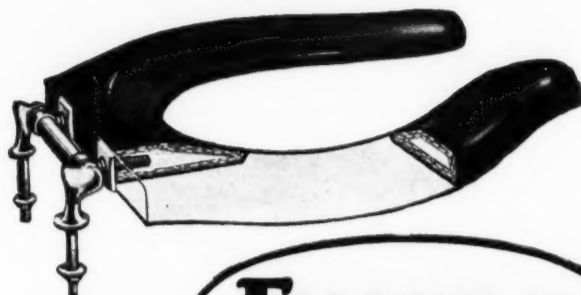
186 Mortimer St.

Buffalo, N. Y.

In Canada — Canadian Blower & Forge Co., Ltd., Kitchener, Ont.



3 items of expense eliminated for all time!



Evernu
Everlasting Hard Rubber
Seats
Patented

The budgets of buildings where these handsome "Ever-nu" Seats are installed never include these three items:

TOILET SEAT REPAIR,
REFINISHING,
REPLACEMENT.

No amount of use or abuse can injure "Ever-nu" Seats or cause them to become shabby-looking. Yet they cost no more than ordinary seats.

"Ever-nu" Seats are composed entirely of **Hard Rubber**, moulded by the patented "Ever-nu" process into one seamless, smooth, **everlasting** piece. Their glistening surfaces—ebony or mahogany—can be thoroughly cleansed with dilute alcohol without harm. Absolutely guaranteed not to warp, chip, crack or split.

"Ever-nu" models for every type of bowl are shown in our new booklet. Write for it—a post card is sufficient.

Schools Completely Equipped with "Ever-nu" Seats include those at:

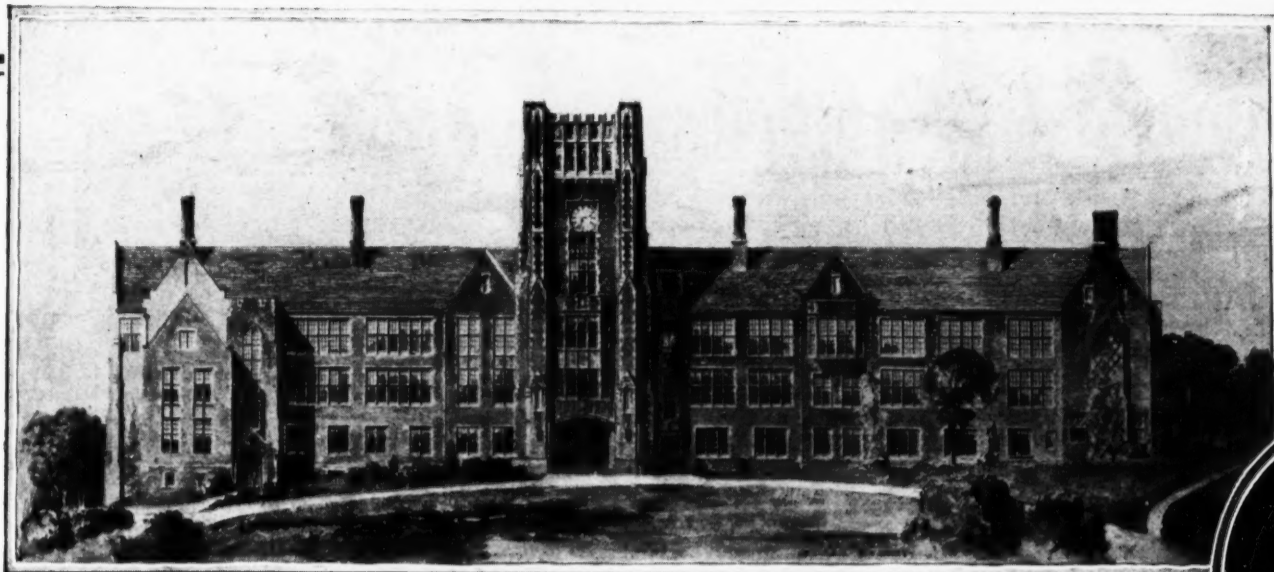
Chicago, Ill.	Long Beach, Calif.
New York, N. Y.	Pasadena, Calif.
Los Angeles, Calif.	South Bend, Ind.
San Francisco, Calif.	Columbia, S. C.
Indianapolis, Ind.	Terre Haute, Ind.
Evansville, Ind.	Baltimore, Md.
Harrisburg, Pa.	Dayton, Ohio.
Kansas City, Mo.	Cincinnati, Ohio.
Seattle, Wash.	Oakland, Calif.
Baton Rouge, La.	Amarillo, Texas.
Tacoma, Wash.	Richmond, Va.
Philadelphia, Pa.	Toledo, Ohio.
Cleveland, Ohio.	San Antonio, Texas.
Mobile, Ala.	Houston, Texas.
Dallas, Texas.	St. Joseph, Mo.
Shreveport, La.	Salem, Oregon.
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Dept. 134 — Evansville, Ind., U. S. A.

The Largest Manufacturers of Toilet Seats in the World



Columbia High
School District of
So. Orange & Maplewood
New Jersey

Glance at almost any outstanding design in a school building and you can make a mental note about one thing — the interior appointments are as discriminatingly chosen as the exterior would lead you to believe. In most schools as attractive and practical as this you can count on Halsey Taylor Drinking Fountains being specified. Only Taylor fountains have the distinctive health-promoting money-saving Taylor features!

**This
Stream Is
PRACTICAL!**



Why? Because no matter what the pressure it always remains the same in height and provides the same practical drinking mound. Lips need never touch the source of supply, children can't squirt the water. All because of PRACTICAL AUTOMATIC STREAM CONTROL!

The
Halsey W. Taylor
Company
Warren, Ohio

HALSEY TAYLOR

Drinking Fountains

Automatic Stream Control
Practical Side-Stream

(Concluded from Page 136)

schools. It was early recognized that the number of the policies and the varying nature of the expenditures would make it difficult to keep an accurate check on the policies and indicate the expenditures in the budget. Accordingly, a plan was devised through which all policies were cancelled in July, 1926, and new ones written. Each agent wrote five policies each for one fifth of his total insurance. One policy expires in July, 1927, one in July, 1928, etc. As each policy expires, it is rewritten for five years. Sufficient funds are included in the budget to make the change possible the first year. Each year, thereafter, the total premium is in the same amount and becomes due at the same time.

Equalizing the Distribution of Insurance

It was recognized that some schools would prove far better insurance risks than others. No equal distribution of insurance would be possible, unless each agent received an equal amount of insurance on each school and its equipment. In order to effect an equal distribution, at least forty policies would have to be assigned to each agent, and if there were ten agents, it would mean four hundred policies. This would create an unsatisfactory situation as policies would have to be written covering an amount as low as \$64.

To overcome this difficulty, a schedule was devised containing the name and location of each school, the map location, the amount of insurance carried on the building, on the contents, and the total. The schedule was attached to the policy and the agent wrote the total amount of insurance pro rata to each of the amounts on the properties. Under this plan, one policy covered all the buildings and contents, and no agent received a larger proportion of insurance on one property than on any other. On the outside of each policy was a printed statement requiring that the written portions of

the policies covering the same property read exactly alike. It was recognized that a standard form would give to the board all possible privileges and eliminate all questions in case of loss. Accordingly a written form was prepared, approved by the schedule rating office, and placed in use on all policies. The original form is on file in the office of the board of education.

Advantages of the Survey

As a result of the survey, a thorough revision of insurance rates has been effected, the safety of the schools has been increased, and in many cases fire hazards have been eliminated. A substantial decrease in rates, and an increase in the amount of insurance carried has been effected. That the decrease in rate has been substantial may be seen when it is pointed out that if the former amount of insurance had been carried at the new rate, there would have been a saving in premiums of \$598 per year. Again, if the old rates were applied to the present amount of insurance, there would be needed an additional amount of \$1,306 each year.

PROFESSIONALIZING THE SCHOOL-BUILDING PROGRAM

(Continued from Page 54)

As to the distribution of costs between general and sub-contracts, an analysis of the experience of Minneapolis during 1923 shows 70-76 per cent for general contracts, 15-20 per cent for heating and ventilating, 4-5 per cent for plumbing and 2-5 per cent for electric wiring.

II. *Illuminating engineering.*—The possibilities of artificial lighting for human activity have been advanced so greatly that a new branch of engineering has developed to meet the situation. In 1906 the Illuminating Engineering Society was organized "for the advancement of the theory and practice of illuminating engineering and the dissemination of knowledge

relating thereto." In 1918 this society, in conjunction with the American Institute of Architects, prepared and issued a code of lighting school buildings. Improvements in lighting practice since that time led to a revision of the code and its publication in its revised form in February, 1925, as Bulletin No. 382 of the Bureau of Labor Statistics of the United States Department of Labor. This code is divided into three parts:

Part I. Rules.

Part II. Why the fulfillment of the rules is important.

Part III. How to comply with the rules.

The eight rules as stated are given here. The "why" and the "how" of each rule can be found in the bulletin, Parts II and III.

Rule 1. Illumination required.

The illumination—natural or artificial—maintained shall be not less than the minimum values in Table 1. Values recommended for ordinary conditions of artificial lighting are presented in the last column. Higher values are often desirable.

TABLE 1—Minimum Values of Illumination Required and Values Recommended for Artificial Lighting

	Minimum required foot candles	Recom- mended foot candles
ON THE SPACE		
Walks, drives and other outdoor areas, if used at night.....	.1	.5
Playgrounds, outdoor, if used at night	.5	2
Playgrounds, outdoor, if used at night for baseball, basketball, etc.....	5	10
Storage spaces, passages, not used by pupils .....	.25	2
Boiler rooms, power plants, and simi- lar auxiliary spaces.....	1	3
Stairways, landings, corridors, aisles, exits, elevators, cars, washrooms, toilets, locker spaces, dressing- rooms	1	3
Recreation rooms, gymnasiums, swim- ming-pools	3	7
ON THE WORK		
Auditoriums, assembly rooms.....	2	3
Auditoriums, assembly rooms, etc., if used for class or study purposes....	5	10
Classrooms, study rooms (desk tops) ..	5	10

"Untouched Cleanliness"



CLEAR, fresh and healthful is the water that flows through the Rundle-Spence Vertico-Slant Fountain — its original cleanliness is "untouched."

Lips can't touch the R-S nozzle—it's protected on all sides. The slight slant stream prevents water from falling back upon the jet—and it's situated just right for convenient drinking. Besides, R-S Fountains check the waste of water, take up little space, and give continuous service year after year.

The R-S Line includes Sanitary Drinking Fountains, Bath and Plumbing Fixtures and Supplies. Write for illustrated catalog with complete information.

RUNDLE-SPENCE MFG. CO.
51 Fourth St., Milwaukee, Wis.

RUNDLE-SPENCE



C 92

Handsome vitreous china one piece fountain. Combines all the conveniences of the vertical stream with the special slanting stream feature. Glass or cup may easily be filled from it.

C 147



A pedestal fixture of galvanized pipe with extra heavy vitreous China bowl and vertico-slant stream. An extra strong fountain for the playground.

Classrooms, study rooms (charts, blackboards)	3	6
Libraries (reading tables, catalogs) ..	5	10
Libraries (bookshelves, vertical plane) ..	3	6
Laboratories (tables and apparatus) ..	5	10
Manual training rooms, workshops, etc.	5	10
Drafting rooms, sewing	8	15

¹Where the space or work is not clearly evident, as for instance, in an auditorium, the illumination may be measured on a horizontal plane 30 inches above the floor. However, where the space or work is clearly evident, such as stair steps and desk tops, the illumination shall be measured on the plane of the steps and desk tops respectively.

Rule 2. Avoidance of glare.

Lighting, whether natural or artificial, shall be such as to avoid harmful glare, objectionable shadows and extreme contrasts.

Bare light sources, such as exposed lamp filaments, gas mantles, or bright sky areas located within the ordinary field of vision, are presumptive evidence of harmful glare. Seating shall be so arranged that pupils are not compelled to face windows. For specifications of definite requirements under this rule, refer to Part III of the Committee's Report.

Rule 3. Distribution of artificial light.

Lamps, reflectors, or other suitable accessories shall be of such light-distributing character and shall be so installed in regard to mounting height, location, and spacing as to avoid excessive variation in illumination upon workplaces. In a classroom at the desk tops, the ratio of the maximum intensity of artificial illumination to the minimum intensity of artificial illumination measured in foot candles, shall be less than 4.

Rule 4. Color and finish of interior.

In rooms in which close visual application is necessary, walls shall have a reflection factor within the range from 30 to 50 per cent. Ceilings and friezes (the latter in the case of high ceilings) shall have a reflection factor of at least 65 per cent. Desk tops and other woodwork shall have a reflection factor not exceeding

25 per cent. In corridors and halls, ceilings and walls shall have a reflection factor of at least 50 per cent. Dadoes and blackboards are obvious exceptions. Glossy finishes shall be avoided wherever they are likely to cause a glare. The preferred colors for walls are light warm gray, light buff, dark cream, and grayish green; for ceilings and friezes, white and light cream.

The nosing of treads on all stairs used as exits should be such as to show the edge of each step by contrast when viewed as in descending.

Rule 5. Switching and controlling apparatus.

Switching and controlling apparatus shall be installed at each point of entrance to school buildings, also in classrooms, basements, hallways, and stairways, also wherever required in other parts of buildings. Rooms having several entrances require such equipment only at the principal entrances.

Rule 6. Exit and emergency lighting.

Artificial lighting to be provided under Rule 1 in all stairways and exits and in the passageways appurtenant thereto shall be supplied preferably from an independent source or from a connection extending back to the main service entrance for the building so that failure of room lighting from internal causes will not affect the exit and emergency lighting. In case of unusual danger which may exist on account of type of building, nature of the work, crowded conditions, or lack of suitable exit space, an independent service shall be insured by connecting to a separate source of supply without or within the building.

Classrooms and auditoriums during stereopticon and motion picture exhibitions may be dimmed. After dark, if more than 50 persons are gathered in rooms having an illumination less than 0.1 foot-candle, the exits from rooms and all passages to the exits of the building

shall be indicated by adequately illuminated exit signs so as to clearly indicate the paths of safe exit from the building in case of emergency.

Rule 7. Inspection and maintenance.

All parts of the natural and artificial lighting systems, including windows, skylights, lamps, luminaries, walls and ceilings shall be systematically inspected and properly maintained and cleaned so as to assure illumination levels indicated in Rule 1.

Rule 8. Blackboards.

Blackboards shall be illuminated and located with respect to light sources so as to avoid glare. The surface of blackboards shall be made and kept as dull as possible. Blackboards shall not be located in the same wall with windows.

(To be concluded in May)

LIABILITY OF SCHOOL BOARDS IN CASES OF ACCIDENTS

(Continued from Page 50)

"It is well established that where subdivisions of the state are organized solely for a public purpose by a general law, that no action lies against them for an injury received by a person on account of the negligence of the officers of such subdivisions, unless a right action is expressly given by statute. Such subdivisions then, as counties, townships, and school corporations are instrumentalities of government and exercise authority given by the state or are no more liable for the acts or omissions of their officers than the state."

"Besides school corporations in this state have no fund out of which such damages can be paid, nor have they any power, expressed or implied, to raise a fund for such purpose, by taxation or otherwise."

*Case No. 9. Charles W. Hill vs. City of Boston, Mass., March, 1877.*⁹ The schoolhouse contained a winding staircase which was so low that it was dangerous. Hill, a boy of eight, fell over the balustrade and was seriously injured. He held that the school committee knew about

⁹122 Mass. 344.

(Concluded on Page 142)

The Economical Way of Heating and Ventilating School Houses

THE Heatovent system of ventilation provides the utmost economy when the factors of first cost, maintenance cost and operation cost are considered in relation to efficiency of results.

Simple units with no duct system mean low first cost.

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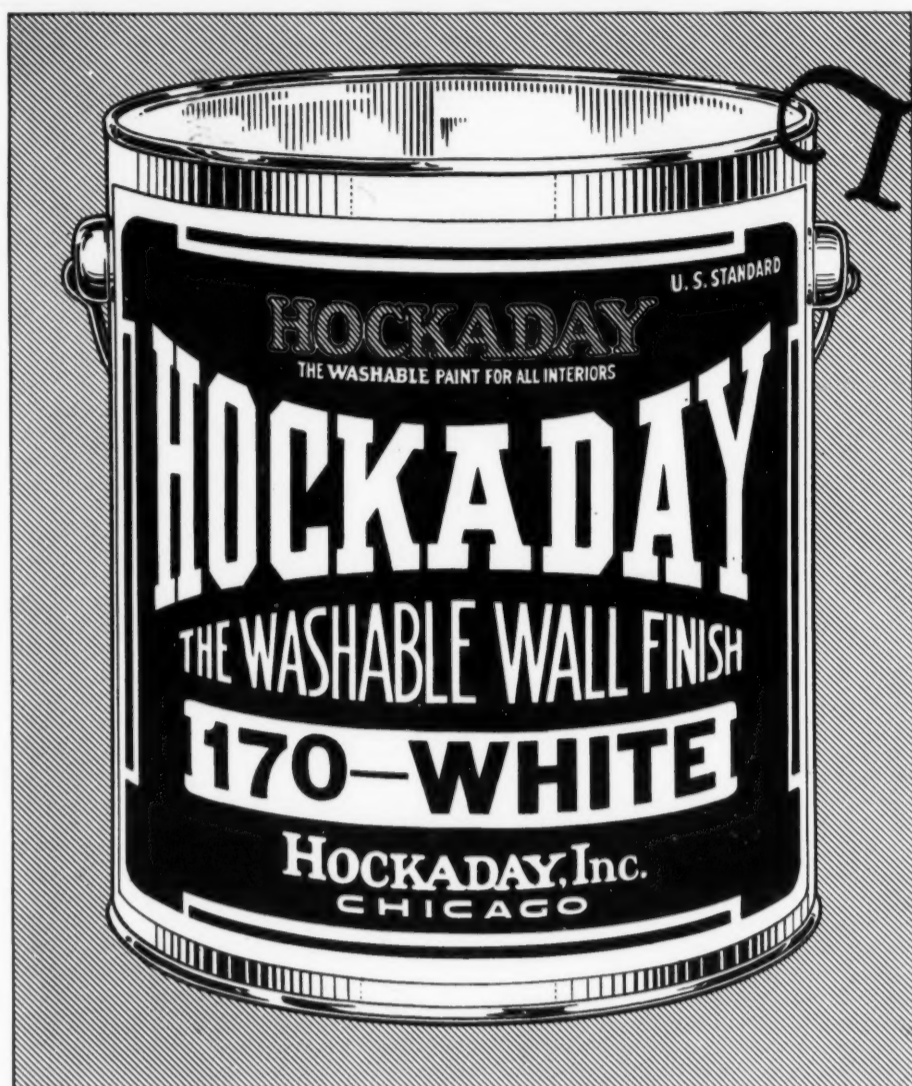
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(Concluded from Page 140)

the unsafe condition of the staircase, having been informed by the teachers and having given promise to repair it but did not do so. The court cites many cases and finally concludes its decision:

"We had supposed it to be well settled in this commonwealth that no private action, unless authorized by express statute, can be maintained against a city for the neglect of a public duty imposed upon it by law for the benefit of the public, and from the performance of which the corporation receives no profit or advantages."

This case serves well to indicate the English attitude in this regard, as the court presents this attitude in a detailed fashion. It is felt that to repeat it here would not be in order.

A Medical Case

Case No. 10. Board of Education of School District of City of Cincinnati vs. McHenry. Supreme Court of Ohio, December 29, 1922.¹⁰ The principal of a district school ordered a pupil to report to a dentist, who was in the employment of the board, for purposes of dental inspection and treatment. The dentist extracted a tooth and in so doing broke off part of the jawbone. The parents had not been consulted in the matter, and claimed that the board was negligent in employing an incompetent and unfit person to act as dentist. The summary of the court's decision was:

"Board of education of a municipal school district is not liable for injuries sustained by a pupil from the extraction of a tooth by a dentist in the employment of the board."

Case No. 11. Anderson vs. Board of Education of the City of Fargo. Supreme Court of North Dakota, November 2, 1922.¹¹ A 13-year-old boy was playing upon a school playground, where among other things were heavy swings. He was struck upon the head with one of these swings and was killed. Because of the extraor-

dinarily heavy structure of this apparatus the plaintiff held that the board was liable for negligence. A lower court ruling, on demurrer to complaint because the plaintiff did not have sufficient facts, was appealed. The supreme court held:

"The order of the trial court was proper, in that the defendant in providing such swings and chutes and apparatus in question for the use of the schools was acting in a governmental capacity and therefore was not subject to a suit either in an act for damages or otherwise."

Case No. 12. Dick vs. Board of Education of City of St. Louis. Supreme Court of Missouri, Division No. 1, March 14, 1922.¹² A pupil was rightfully playing upon the school premises when a motor truck, driven by an employee of the board of education, ran over him and severely and permanently injured him. The court stated:

"There can be no doubt that when the state establishes and provides for the maintenance, operation, and management of public schools for the education of all children alike at the expense of the public, it is acting in pursuance of a governmental policy founded solely in the public good * * * is confided by law to a quasi corporation * * * is simply an instrument of state government and is entitled to no pecuniary profit from its services, which are devoted solely to the public * * * it is not liable for negligence on the part of its servants."

¹⁰238 S. W. 1073.

PERSONAL NEWS OF SUPERINTENDENTS

—Supt. L. V. Martin of Medicine Lodge, Kans., has been reelected for another school year.

—Mr. W. C. Bell, director of certification for the Kentucky department of public instruction, has announced his candidacy for the office of state superintendent of schools. Mr. Bell is a former rural-school teacher and has had wide experience as a principal and superintendent. He is a graduate of Hartford College and the University of Kentucky and holds a degree given by Peabody College.

—Supt. A. I. Olney of Sandusky, Mich., has been reelected for another year. Mr. Olney has completed three years of service at Sandusky.

—Mr. J. L. Hutchinson of Port Austin, Mich., has been elected superintendent of schools at Yale.

—Supt. A. T. Greenman of Marine, Mich., handed his resignation to the board of education after that body refused to increase the salary from \$3,250 to \$3,500.

—Supt. Vernon P. Pierce of Yale, Mich., has announced his resignation, to take effect at the close of the school year.

—Mr. Wm. C. White of Springfield, Mich., has been elected superintendent of schools at Augusta.

—Supt. L. W. Fast of Mt. Clemens, Mich., has been given an increase of \$250, bringing his salary to \$3,800.

—Supt. S. E. Raines of Freeport, Ill., recently presented his resignation following the completion of 26 years of service. Mr. Raines has been asked to reconsider his resignation.

—R. H. Towne has been renamed superintendent of the Fairmont, Minnesota, schools. Bradford Richardson was reappointed high-school principal. The school board consists of Dr. R. C. Hunt, president; N. R. Bomboy, clerk; Robert Wallace, treasurer; H. H. Canright, O. R. Wolf, and W. H. Wilken.

—District Superintendent Lucille Nicol of New York City, was honored by a testimonial dinner given at the Hotel Astor, attended by nine hundred teachers. Associate Supt. Edward Mandel served as toastmaster.

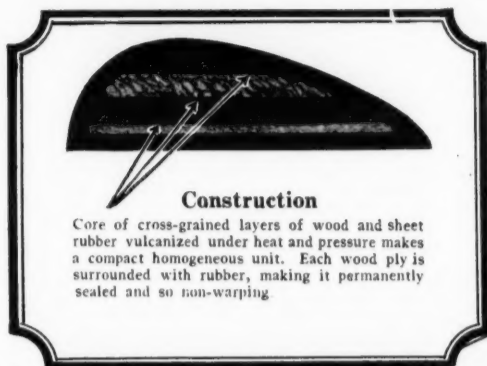
—Wilford L. Coffey, who was appointed state superintendent of Michigan by the governor to succeed the deposed Thomas E. Johnson, was defeated for the regular party nomination. Webster H. Pearce of the Central Normal College was nominated.

—A. M. Cannon has resigned his position as superintendent of the Hood River, Oregon, schools after seven years of service. Differences of opinion regarding policies between the superintendent and board members led to the resignation.

—Ernest W. Butterfield, commissioner of education of New Hampshire, was one of the principal speakers at the Alabama education convention held at Birmingham.

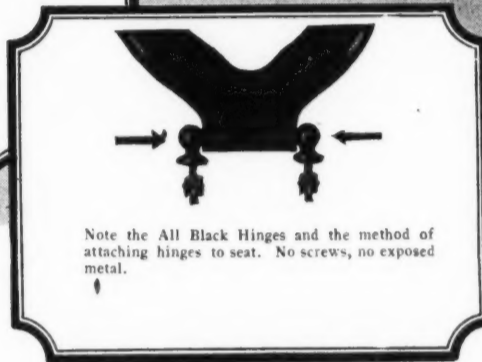
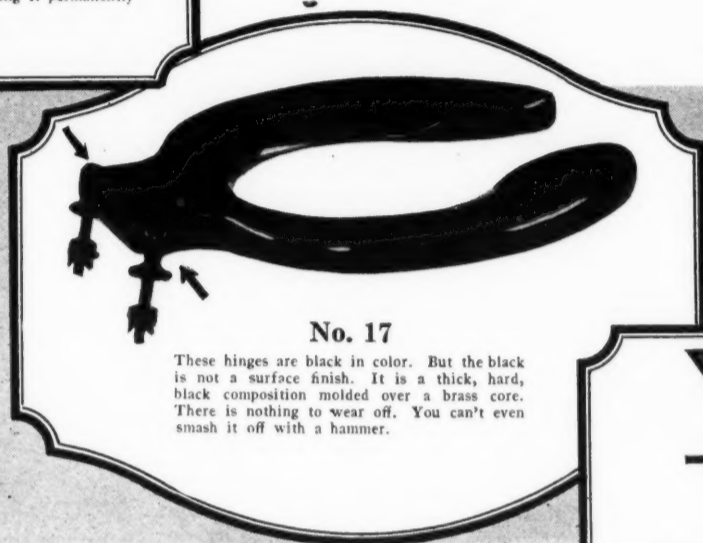
—A record crowd recently packed the school-board meeting at Newark, N. J., asking for the retention of Superintendent David B. Corson. The board, however, refused to rescind its former action to drop the superintendent.

¹⁰140 N. E. 169.
¹¹190 N. W. 807.



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Church Sani-Black Seats will retain their beautiful jet black lustre indefinitely. They are always polished but never need polishing. This saves the janitor's time for other work and is a source of economy.

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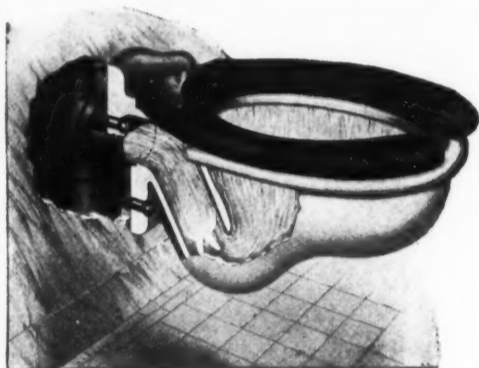
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The Watrous Flush Valve delivers the exact quantity of water required for a thorough flush by the make of closet bowl with which it is used. Therefore, when installed with the water-saving Duojet bowl, it makes possible substantial annual economies that may be added to the saving afforded by the non-clogging feature. The Watrous valve requires no regulation for varying water pressure, from lowest to highest.

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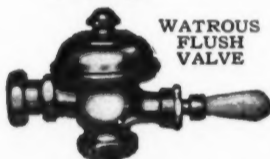
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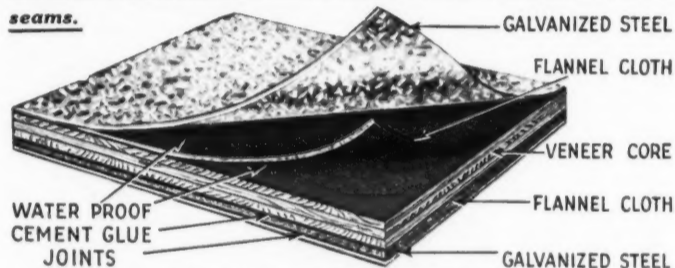
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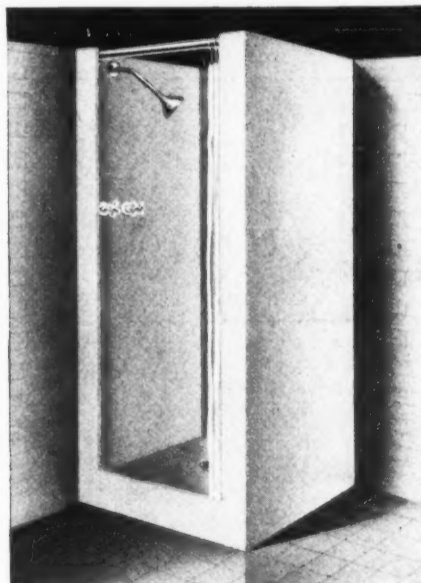


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Rules Governing the Business of the Board of Education

New Castle, Pa., Adopts Modern Procedure

The board of education of New Castle, Pa., at
a meeting held on February 8, adopted new rules
to govern the business procedures of the board.
The rules are as follows:

1. Any item of business coming before the board
requiring consideration by a committee must be
referred to the committee of the whole, or to a
special committee, for consideration as the board
shall at the time determine.

Duties of the Secretary

2. It will be the duty of the secretary of the
board to submit at each regular meeting, the
monthly report of the treasurer as required in the
school code, and the report of the collector of
school taxes of the district, together with a state-
ment of the finances of the district as provided in
the school code, and a statement of the bills payable.

3. It shall be the duty of the superintendent of
schools to submit to the board, a report of the
administration of the schools, including the reports
of the superintendent of buildings, grounds, and
equipment, and the business manager of the board,
and to supplement his report by a recommendation
on all matters requiring action by the board of
directors.

4. In the transaction of the board's business the
following order of procedure shall be observed:

- (a) Recording the names of directors present.
 - (b) Reading the minutes.
 - (c) Communications.
 - (d) Report of the superintendent of schools.
 - (e) Report of the secretary.
 - (f) Report of the special committees.
 - (g) New business.
 - (h) Unfinished business.
 - (i) Adjournment.
5. The report of the superintendent of schools
and the secretary must be prepared and copies
mailed to each member of the board at least three
days before the meeting at which the same is to
be considered.

Duties of the Superintendent

6. In addition to the duties of the district
superintendent of schools, as provided in the state
school code, the superintendent is to be the execu-
tive officer of the board, and as such the executive

officer will have authority over and be charged with
the following duties:

(a) The superintendent must attend all meet-
ings of the board and committees.

(b) The superintendent must recommend for
appointment or election all supervisors, principals,
teachers, and other employees of the district, and
must furnish the board with evidence of their
qualifications to fill the positions for which they
have been recommended.

(c) The superintendent must recommend for
discharge or retirement any employees under his
direction whose services are unsatisfactory, subject
to the approval of the board.

(d) The superintendent may recommend text-
books, instructional supplies, apparatus, and equip-
ment, and have general charge of their purchase,
storage, and distribution.

(e) In conference with supervisors, principals,
and teachers, the superintendent must prepare the
content of each course of study authorized by the
board of education.

(f) The superintendent must determine the
boundary of school-attendance districts subject to
the approval of the board.

(g) The superintendent must direct the super-
vision of instruction in the elementary, junior, and
senior high schools, and all special schools, and
the supervision of auxiliary agencies of the schools,
and extracurricular activities.

(h) Upon the approval of the board, the super-
intendent may assign principals, teachers, janitors,
nurses, and other employees of the board to the
schools; he shall transfer them from one school
to another when such seems to be for the best inter-
ests of the schools.

(i) In conference with the secretary of the
board and others, the superintendent must prepare
the annual budget, showing in detail the appro-
priations necessary to meet the estimated needs
of the ensuing school year, and submit the same to
the board for consideration and action.

(j) The superintendent has power, within the
limits of the detailed budget approved by the board,

to approve and direct the purchases and expendi-
tures for school supplies and equipment where the
amount involved does not exceed \$100, and must
make a report to the board at each monthly meeting
of such expenditures.

(k) The superintendent must report from time
to time concerning the achievements and progress
of the school system, and at the end of each school
year must prepare an annual report setting forth
the condition of the schools.

(l) The superintendent must submit to the
board at each regular meeting, a report of the
administration of the schools, including the reports
of the superintendent of buildings, grounds, and
equipment, and of the business manager, and shall
mail copies of the same to each member of the board
at least three days before the meeting at which the
same is to be considered.

(m) The superintendent must direct a continu-
ous study of the need for new school sites and
school buildings.

(n) The superintendent must recommend plans
for new buildings.

(o) The superintendent must keep an efficiency
record of principals, teachers, and other employees.

(p) The superintendent must issue employment
certificates and enforce the compulsory-attendance
law.

(q) The superintendent must keep himself in-
formed by study, visitation, and attendance upon
state and national educational meetings concerning
the important educational movements, and report
the same to the board of education.

(r) The superintendent must grant the use of
schoolrooms and auditoriums for other than school
purposes, for such purposes and under such terms
as the board of directors may establish.

Duties of the Business Manager

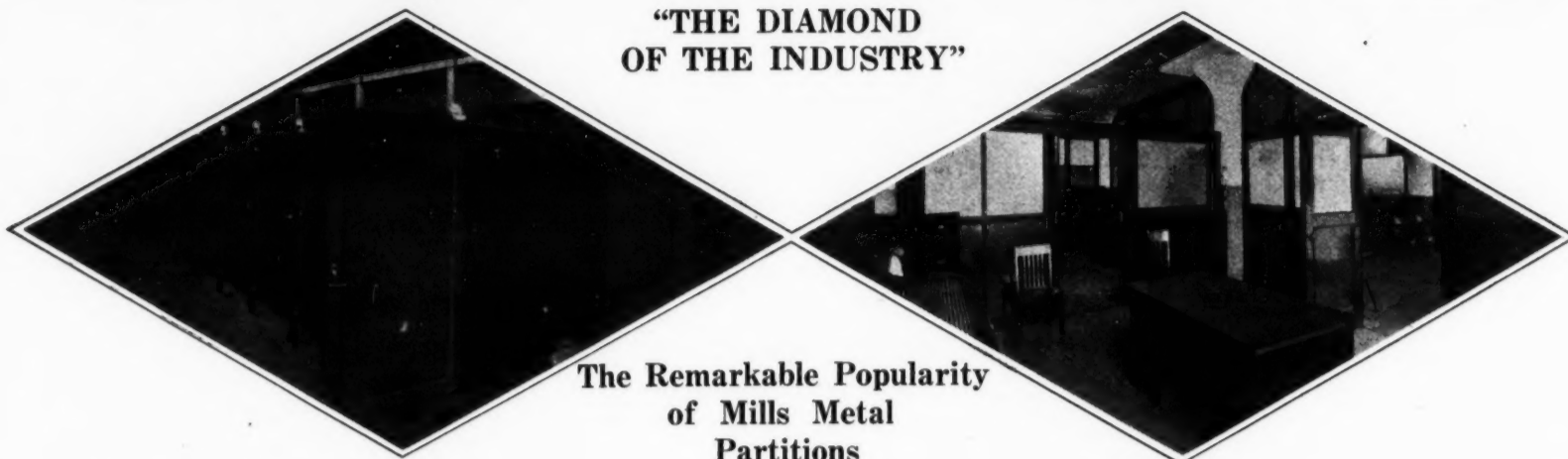
7. The secretary of the board, in addition to the
duties provided in the school law, is also the busi-
ness manager of the board and is charged with the
following duties:

(a) The business manager shall perform the
duties of purchasing agent and shall receive, store,
and distribute all books, supplies, apparatus, and
other materials and appliances under the direction
of the superintendent.

(b) The business manager shall prepare and
keep on file an inventory of all books, supplies,
apparatus, and other materials belonging to the
school district, which shall be open to inspection



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of the superintendent and the school board. He shall submit any other reports through the superintendent of schools relative to his work as business manager of the board and in such form as the superintendent may direct.

(c) The business manager shall be under the direction of and report through the superintendent of schools.

8. Duties of the Superintendent of Buildings and Grounds

(a) The superintendent of buildings and grounds shall be the responsible agent of the board of education in the construction, alteration, and repair of buildings in accordance with plans and specifications approved by the board. In cases where the work is done by contract and under the direction of an architect employed by the board, the superintendent of buildings shall act as the agent of the board in the inspection of such work.

(b) The superintendent of buildings may recommend to the superintendent such janitors and other employees as shall be needed for continuous employ, and shall have authority to employ for brief periods such workmen as are immediately necessary.

(c) The superintendent of buildings shall be responsible to the board, through the superintendent, for the maintenance and operation of the heating and ventilating plants, and for all mechanical equipment in the schools, as also for the cleaning and heating of the several buildings.

(d) The superintendent of buildings shall make investigation and study of the various types of furniture and equipment, and shall make recommendations through the superintendent to the board for the ultimate purpose of standardizing the furniture and equipment for the schools of the district.

(e) The superintendent of buildings shall prepare and keep on file an inventory of all furniture, tools, repair supplies, and other materials, which inventory shall at all times be open to the inspection of the superintendent and the board of education. A copy of the inventory must be filed with the secretary of the board annually on the first day of July. He shall make such reports and in such form as the superintendent of schools may direct.

(f) The superintendent of buildings shall keep a record of the fuel, light, power, water, and other materials used in the several school buildings, showing the amount of each commodity used, and in such form as the superintendent of schools may

require, to show the efficiency of the several plants, the efficiency of the employees, and shall make a monthly report of the same.

(g) The term of office of the superintendent of buildings and grounds shall be for one year. He shall be elected the first Monday of July, to serve until the first Monday of December, 1928, at which time he shall be elected annually thereafter for a term of one year, and his salary fixed at \$2,500 per year, payable in monthly installments.

MARSHFIELD'S SINGLE-SALARY SCHEDULE

The first condition laid down in the single-salary schedule adopted by the school system of Marshfield, Oregon, is that it "applies to all regular teachers with equivalent training and experience, regardless of positions held." A two-year standard normal-school diploma is the minimum requirement for regular grade and junior high-school teachers. A standard college or normal diploma, accompanied by fifteen semester hours of credit in education, is the minimum requirement for regular high-school teachers. The salaries of the regular teachers are:

Preparation	Minimum	Maximum
Standard Normal Graduate.....	\$1,056	\$1,608
Standard A.B. Degree.....	1,260	1,800
Standard M.A. Degree.....	1,392	1,932

Preference in each position will be given to teachers with satisfactory experience. The number of married women employed for any one year shall not exceed fifteen per cent of the entire teaching staff. A woman-teacher's contract becomes null and void if she marries any time after signing same.

Newly employed teachers with successful experience in schools having less than four regular grade teachers and four regular high-school teachers shall be credited with an advance in the schedule of \$48 yearly, with a maximum of three increments; while teachers with proved experience in larger systems than those mentioned above, shall be advanced \$72 above the minimum wage for each year taught, with a maximum of three increments. Teachers claiming credit for three or more years of previous experience, must have been employed for at least two of such years in the same system.

All teachers, supervisors, principals, and the superintendent, are required to spend at least six weeks in every three years in summer school, the subjects to be taken, and the school to be attended, to be approved by the superintendent. Upon

presentation of a satisfactory certificate of earned credits, an additional increment of \$60 will be added to the yearly wage, not more than once each two years, to become a permanent increase, until the maximum salary is reached. Thereafter for any year's summer school attendance approved by the superintendent, \$60 will be added to the maximum wage to apply only for that one year.

Ten days' absence each year on full pay are granted to teachers because of personal sickness or sickness or death in one's immediate family. Deductions for more than ten days of such absence, or for other absences, shall be made at the close of the school year out of the wages then due.

In order to be retained in the service of the Marshfield schools, a teacher shall have rendered effective, satisfactory service, as evidenced by loyalty to the system, cooperation with superintendent, principal, and supervisors, willingness to undertake extracurricular duties, interest in pupils, good discipline, punctuality, initiative, cheerful response to supervision, daily preparation, proper conduct in community, ability to teach, etc.; and in addition shall have kept themselves up professionally. Professional upkeep is gained from extension courses, reading educational magazines and books, undertaking self studies and projects, attending local, state, county and national teachers' meetings and conventions, summer-school work, travel, etc. A report shall be rendered to the superintendent concerning this upkeep, prior to the time of reelection each spring.

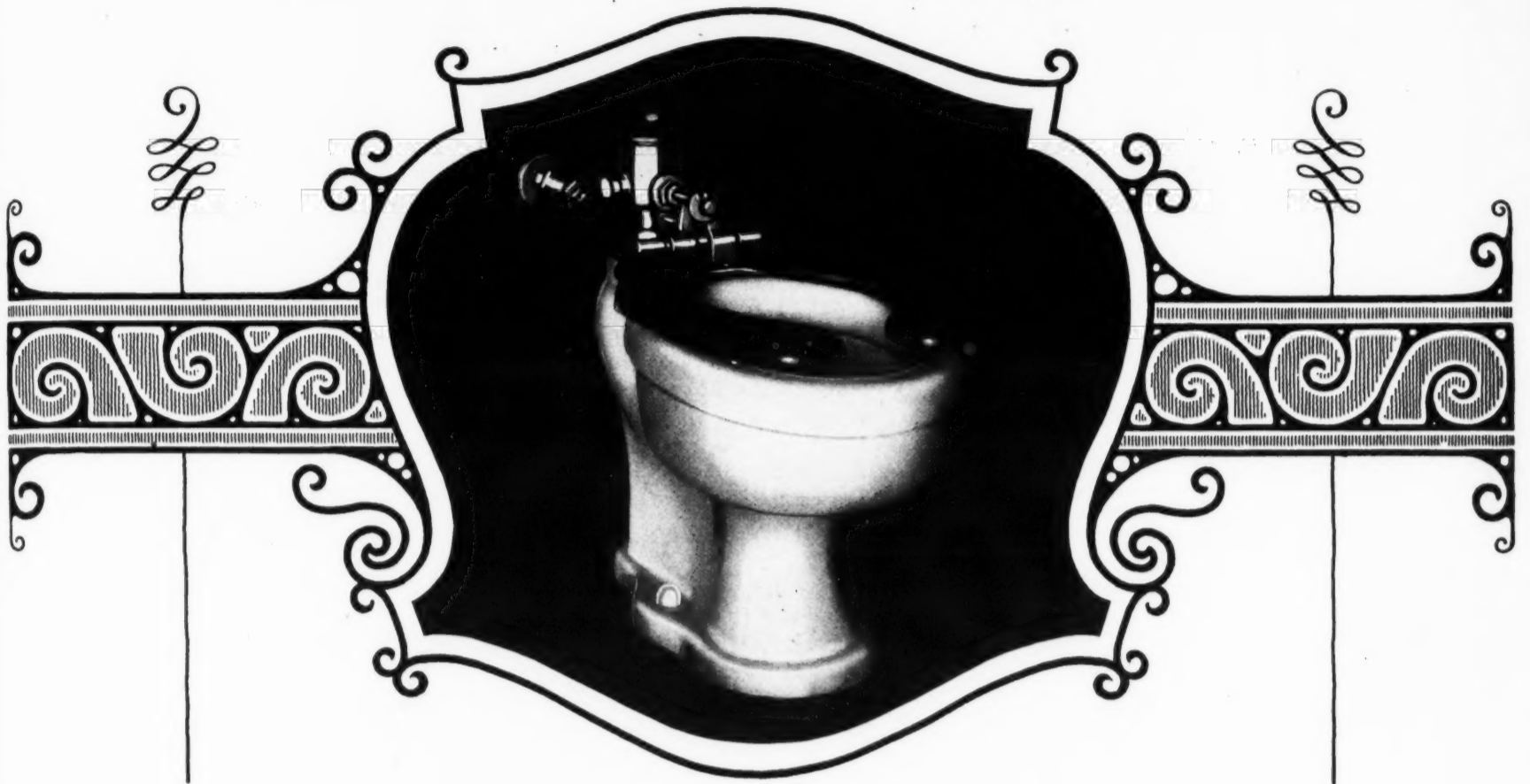
TEACHERS AND ADMINISTRATION

—The school board of Manchester, N. H., has voted to discontinue summer schools in view of local conditions and because of the desire of the city officials to reduce appropriations. The action means that the cost of operating the schools will be reduced by about \$25,000. It is probable that a change in policy will be adopted in the future when the question of school sessions in the summer comes before the board.

—White River Junction, Vt. The school board has ruled that every teacher who obtains a life certificate from the State Board of Education shall be given an increase of \$100 per year for having so qualified. The rule will become effective at the opening of the fall term in September, 1927.

—Teachers in Hartford, Vt., will be given \$50 additional salary provided they attend an approved summer school.

HAAS FLUSH VALVES AND WATER CLOSETS



—for this year and the years to come!

What a source of satisfaction to know that scores of years after your term of office shall have ended, the sanitary equipment which you caused to be installed in your school still safeguards the health of pupils—still saves money for the Board through its economy of operation and its freedom from repairs!

You have such definite assurance if you install Haas Water Closets and Flush Valves. Many of the original Haas installations, made over twenty-five years ago, are just as serviceable today as ever, with an envious record of continuous, low-cost service. There is a Haas installation near you—let us tell you where!

Haas Flush Valves have no metal-to-metal contacts that cause rapid wear—no complicated mechanisms, needle-point adjustments nor small ports that clog. Positive control of flow and after-fill; internally self-cleansing in all waters.



CHERRY AVE. SCHOOL
CANTON, OHIO.

FLUSH
Haas
VALVES

CATALOGUE SENT UPON REQUEST
TO SCHOOL BOARD OFFICIALS AND
ARCHITECTS



SIMMS SCHOOL
HUNTINGTON W.VA.

PHILIP HAAS COMPANY
DAYTON, OHIO *Established 1896*



MILLER SCHOOL WARDROBE

WRAP STORAGE IN SCHOOLS

Our first impression when we started manufacturing the Miller School Wardrobe was that it should be used only in **GRADE SCHOOLS**. Subsequently we were requested to furnish this wardrobe for **JUNIOR HIGH SCHOOLS**. The cities that have put them in Junior High Schools are now putting them in the **HIGH SCHOOLS**.

WHY?

1. When wrap storage is in the class room, you have **PERFECT DISCIPLINE** and **SUPERVISION**.
2. **NO PETTY PILFERING** as wraps are under the eyes of teacher and pupils all the time.
3. **CLASS MOVEMENTS** are **SPEEDED UP** as there is no going between classes to the wrap storage space to secure books, etc.
4. **RECORD OF ALL TARDINESS** accurately kept. In addition to the wardrobe placed in class room or where the class assembles, there is placed in the corridor by the principal's office a four door set of Miller Wardrobes. **THIS IS KNOWN AS THE LATE WARDROBE**. Pupils arriving late must hang wraps here. This wardrobe kept under lock. Must go in principal's office to get into this wardrobe.
5. Classes assembled and dismissed from **A GIVEN POINT**. No leaving school prior to dismissal time.
6. **PERFECT VENTILATION** of wraps. Not possible in any other system of wrap storage in schools.
7. **NO TEMPTATION** to go to wrap storage place in case of fire the same as when wrap storage is kept in corridor.
8. **ELIMINATION OF NOISE** as this wardrobe is noiseless in its operation.
9. **NO COST OF UPKEEP**. First cost the last cost.

For complete information on the **MILLER SCHOOL WARDROBE**, write for catalogue W-6.

K-M SUPPLY COMPANY

123 West 8th Street, Kansas City, Mo.

CHATS DURING RECESS

When Blanche Bates, the noted actress who lives in retirement at San Francisco, recently broke out against the use of cosmetics in the schools, Superintendent Joseph M. Gwinn said: "I do not believe that 90 per cent of the teachers use cosmetics. Perhaps a few use a little too much. There used to be a feeling that the question of morality is involved in the use of rouge by women. Parents are hardly in a position to complain of teachers if they do these things themselves."

—When the board of health of Harrison, N. J., announced to the parents of school children that the Schick test was used to determine the susceptibility to diphtheria, one mother wrote: "I refuse to permit my boys to take the Schick test. I have read the book and seen the play and want you to know that I don't approve of them."

—Because the school board of Fairbury, Nebr., withheld the details of a case of pupil discipline from the general public the local editor got sore and called it a "gum-shoe school board."

—Nine minutes after President John A. Alden had called to order the meeting of the Rockford, Ill., board of education, all business had been completed and adjournment followed. The business included action on several teachers' resignations and the approval of building and educational claims amounting to \$7,028.

—"Inky Fingers" is the name of a school teacher club in Menominee, Wis. The average pupil in the grades ought to be eligible to membership.

—An attorney named John P. Snigg filed a suit against the board of education of Springfield, Ill., to compel that body to permit his daughter to attend the school of his choice rather than the school to which the daughter has been assigned. He expressed his displeasure by saying "What Santa Claus needs to bring Springfield is a brand new board of education, and he might come down the chimney quo warranto." Santa probably never thought that any town wanted that sort of thing.

—East Chicago, Indiana, wants a new name. The pupils of the schools have been asked to vote a name. The mayor says that the children are as competent as are the adults. The names suggested are Calumet City, Lake City, Indiana City, Tod (for Robert E. Tod, a pioneer settler of the com-

munity), and Harbor. The name receiving the largest vote will be sent to the legislature for approval.

SCHOOLHOUSE DEDICATIONS

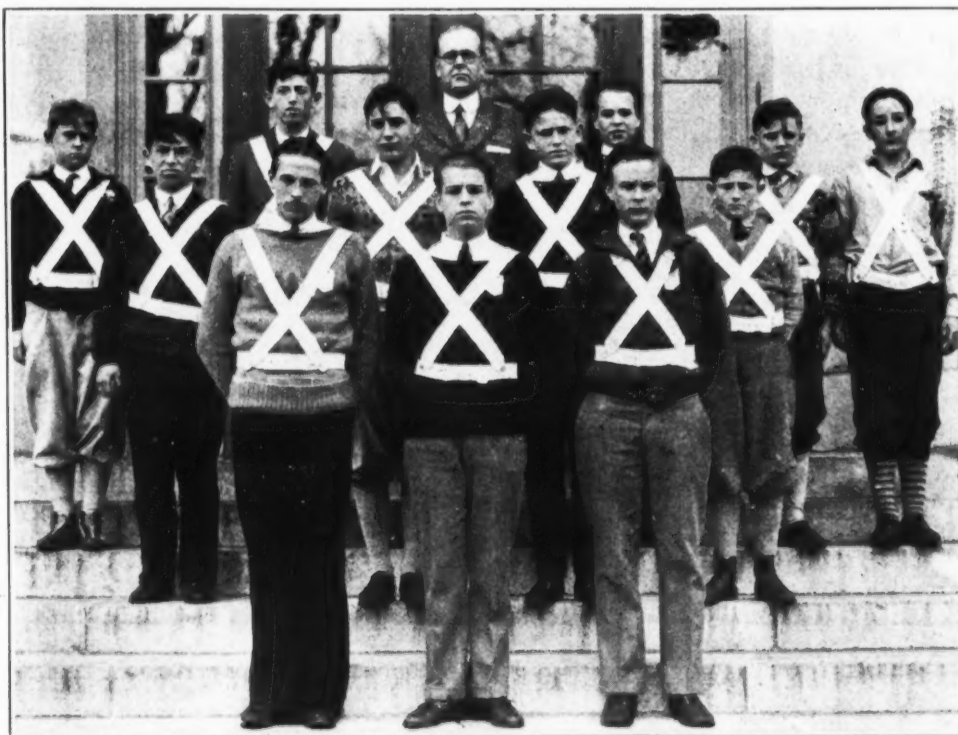
—The new high school at Phoenix, N. Y., was opened with a dedicatory address by President Frank Burgess of the board of education. The response was made by the students.

—The gymnasium of the new \$225,000 high school at Leetsdale, Pa., was opened with a short address by Harry Kaelin on behalf of the school board.

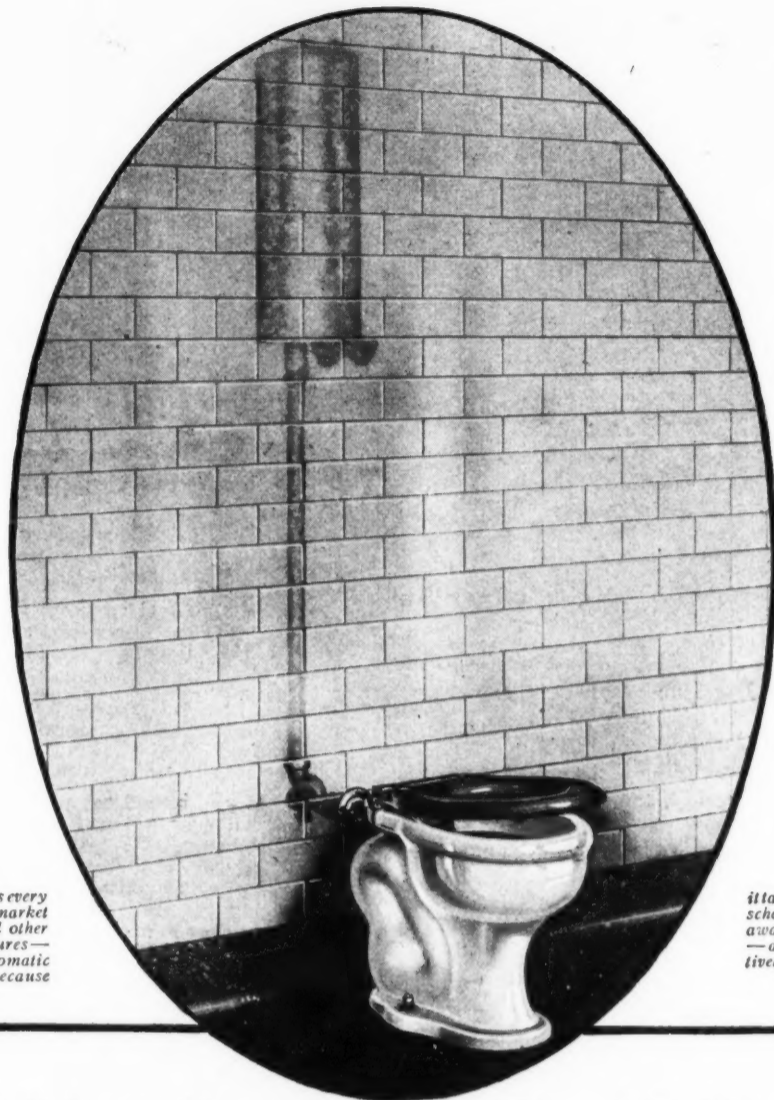
—Dr. H. B. Williams, president of the Bowling Green College, made the dedicatory address at the opening of the new high school at Spencerville, Ohio.

—The dedication of the new high school at Oxford, Me., was favored by the presence of Dr. Augustus O. Thomas, state commissioner of education.

—Supt. L. A. Butler, of Grand Rapids, Mich., has been reelected for a three-year term, at an annual salary of \$12,000. Mr. Butler has just completed three years of service in the schools.



THE JUNIOR HIGH SCHOOL AT BOSTON ESTABLISHES TRAFFIC CONTROL IN CORRIDORS. Students of the New Winthrop Junior High School pass through the corridors from one class to another under the surveillance of twelve of their companions who have been designated as "traffic officers" by Principal M. E. Willis. The squad supervises conduct during movement of classes. The photograph shows the "traffic squad" and the principal.



Though Clow supplies every type of closet on the market today—as well as all other school plumbing fixtures—the Clow-Madden Automatic is being emphasized, because

it takes the responsibility for school sanitation completely away from childish memories—and because it so effectively reduces costs.

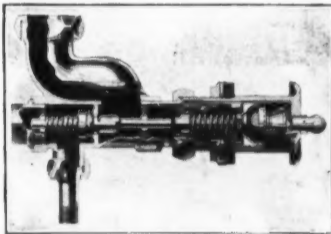
School Children Forget—This Clow-Madden Cannot

Can we expect young school children to remember the little duties so essential to school sanitation? The Clow-Madden Automatic Closet takes this responsibility off childish memories.

It can't forget. Every time it is used, this school closet automatically flushes its bowl—and scours it thoroughly from rim to trap, as no other closet can. The fast, sharp, high-pressure flush is not dependent entirely upon the varying water-volumes

of the city mains—nor upon gravity. The Clow closed-top tank fills against an air pressure which actually speeds up discharge.

This tank can be set at any convenient height without interfering with its efficient operation. Doesn't this closet, which cannot forget—which is so simple in construction—that it has met even 30 and more years of use without flinching—warrant your first school plumbing thoughts?



Sectional view, Madden valve—but two moving parts.

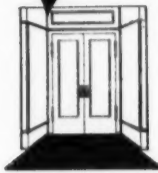
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Check Up ✓ on your Mat Needs Now



**Wear Proof Mats COST LESS—
They NEVER Wear Out—
The first cost is the LAST cost—
Have GREATER scraping surface—
Clean the feet BETTER—
EASIER to clean and handle—
Roll up like a rug—
ALWAYS lay flat and STAY flat—
More SANITARY—germ and waterproof—
Trap the dirt—Keep it from spreading—
End your mat troubles and expense.**



Adopted and used in over 50,000 of the best buildings, hotels, theatres, stores, banks, hospitals, schools and factories in the U. S.

Built in link form of steel and asphalt impregnated wool felt, they are absolutely waterproof, which prevents them from becoming slippery and eliminates the possibility of accident. They lay flat without creep or crawl, and will not warp, buckle or slip. They present a comfortable, sure-footed, safe-tread—and "They Never Wear Out."



Approved by the safety engineers of such well known concerns as the Eastman Kodak Company, these everlasting mats are protecting floors and protecting employees for untold numbers of similar manufacturers.

Ask us to show you how Wear Proof Mats will save you money, give you better, safer mats and everlasting mat service. Our Wear Proof Book, containing complete information and prices, will be sent free on request. Use the coupon.



**WEAR PROOF MAT CO.
CHICAGO, ILL.**



**WEAR
PROOF
MATS**
NEVER WEAR OUT

✓ They Never Wear Out

**CHECK
Your Mat Needs
Here**

- ☐ Entrances
- ☐ Stairs
- ☐ Corridors
- ☐ Vestibules
- ☐ Aisles
- ☐ Lobbies
- ☐ Elevators

**WEAR PROOF MAT CO.
2172 Fulton St., Chicago.**

Gentlemen:

Please send me your Free Book which shows how Wear Proof Mats will save me money and end my mat expense forever.

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New

The Anchor Square Terminal Post

—a big improvement in
fence construction!

See how graceful and distinctive this new post is. It means better-looking fences.

And see how the chain link netting is fastened to the post. Sneak-thieves and mischievous boys can't get it off from the outside.

The fact that children cannot climb up this post is another big advantage. There are no bands on it for them to use as a stepladder.

If you intend to purchase a fence it will pay you to obtain complete information regarding the Anchor Fence and this new and important feature of construction. It will also pay you to keep in mind that an Anchor Fence is galvanized throughout and that its intermediate as well as terminal posts are the strongest on the market.

Anchor Sales and Erecting Service is nation-wide. A phone call, letter or wire places it at your disposal.

Anchor Post Fence Company
9 East 38th Street, New York, N. Y.
Branch Offices and Sales Agents in Principal Cities.

ANCHOR

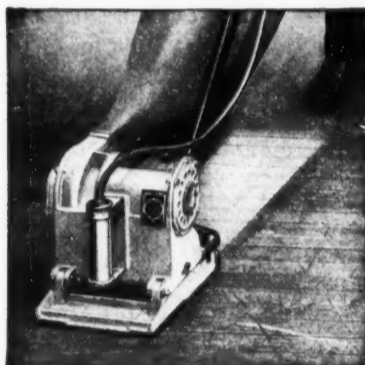
CHAIN LINK

Fences

"BUY THE FENCE WITH THE STRONGEST POST"



120 to 200 desk tops made new in 8 hours.



Surfaces 800 to 3000 square feet of floor in 8 hours. Just attach the handle and operate like a vacuum cleaner.

A Machine That SAVES and SAVES On Maintenance or Renovating Costs



Summer vacation usually brings with it big maintenance costs for every school. There are desks that need refinishing—floors perhaps to be surfaced—tables—counters—benches, and other equipment requiring attention, and the man-power way is hard, slow, tedious and expensive.

But there is another way—faster, easier, economical, and far more satisfactory.

The Powerful, Fast-Cutting Clarke Vacuum Portable Sander has made this possible—solved the problem of doing this work at small cost so that any school can afford to take advantage of this modern method.

120 to 200 desk tops made beautifully smooth and new in a day is not unusual for the "Clarke," and from 800 to 3000 square feet of floor in eight hours tells the story of strength, dependability, power and usefulness. Still it weighs less than 23 pounds for desk and bench work, and 31 pounds with the

Floor Handle, ready to smooth the roughest floor.

Work that has heretofore been hard to do—expensive and even unsatisfactory—is now made easy by the Powerful, Fast-Cutting Clarke Vacuum Portable Sander. Desk Tops glistening new—easy to write on—floors smooth and easy to keep clean—gymnasium floors, corridors, auditorium stage—tables, benches and other equipment will all reflect a newness, cleanness and cheerful atmosphere that in itself is worth much more than the nominal cost of a time and labor saving Clarke Vacuum Portable Sander.

Dustless in operation—light in weight—unexcelled for results—The Powerful, Fast-Cutting "Clarke" actually pays for itself on maintenance work, and will render an invaluable service in the Manual Training Shops for instruction purposes, following the summer work.

This machine is guaranteed to be exactly as represented.

Send now — for full information.

CLARKE SANDING MACHINE CO.

625 W. Lake Street,

Chicago, Ill.

MATTERS OF TECHNIC IN EMPLOYING TEACHERS IN SMALLER SCHOOLS

(Continued from Page 40)

The best way is to have the fight out at one time, get the schedule, and then abide by it until it is revised.

It is not necessary to enumerate here the principles of sound salary-schedule making. Educational literature is well supplied with such information. I shall point out only a few of the applications of these principles to the smaller school situation as revealed to me through personal experience.

The salary schedule for a small place should not imitate city practices, nor the practices of other small places necessarily. It should be definitely made for the community in which it is to be used. It should make allowance for differences in the cost of living in the community compared with the cost of living in other communities that compete with it for capable teachers. There should also be allowance for differences in attractiveness of the community as a place for teachers to live and work. While wide differences in attractiveness cannot be offset by extra pay, ordinary differences can and should be. The various differences must be accounted for in the schedule in so far as the capacity of the community to support schools will permit. When the schedule has been established as well as can be done by forecasting the difficulties it must be submitted to the test of trial. If experience proves that it will not succeed in competition with other schedules it must be revised in the light of the revelations. The possibility of such revision needs should be emphasized with those concerned in advance, in order to make the revision easier to obtain.

In connection with advocacy of salary adjustments to offset differences in attractiveness of

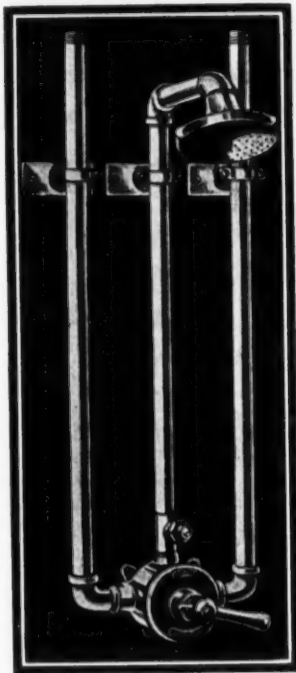
places I should say that I feel that no salary schedule in a small place can hope to offset the city-ward movement of teachers. There are some progressive teachers that are willing to stay in smaller places. The most of them, however, seem to be city bound in spite of any salary considerations within reason. To get the salaries in the smaller places with lack of wealth concentration high enough to hold progressive teachers seems to me to be hopeless. I feel, therefore, that the salary schedule of a small community cannot be made to offset that type of "unattractiveness." It must provide for those naturally satisfied with conditions and hold the others only for a short period as they pass from the smaller communities to the larger ones. The small community need not, therefore, (as the city does in its salary schedule) provide salaries appropriate for the entire life career of most of its teachers.

There is another irresistible tendency that I feel salary-schedule makers must take account of. I refer to the tendency for salaries to seek a common level for comparable places. It is possible for a live superintendent with an enthusiastic board of education sometimes to get the salaries for the school outstandingly higher than those of similar schools and communities in the region. A few years ago a group of schools in a somewhat isolated section of a state through the cooperative influence of the superintendents succeeded in getting the teachers' wages raised to a level decidedly above those for the rest of the state. In a very few years, however, trouble came. Representatives of the various boards of education had a meeting and their outstanding salary situation was revealed in full. A resolution was passed to reduce all wages in the district forty per cent. The resolution was executed. Former teachers left and the boards employed those teachers they could get for the reduced salaries.

My observation is that what happened in the case mentioned inevitably happens when the teachers' wages of one community are raised very high above the general level of wages for comparable communities. Unless there is some well-proved reason why the wages in a small community can, and will be permanently paid, I believe it is unwise even when possible to establish a schedule of wages very much above that of progressive schools of similar size in the same part of the country. The superintendent should be satisfied to get the wages in his school slightly above the general level. Then he should use his influence in keeping them there and in getting the general level raised before he takes another step in advance locally.

A final point which I believe needs special emphasis is that better wages provided for by a schedule do not necessarily mean better teachers. While we cannot get better teachers for the country without an increase in wages, the increase in wages does not insure getting the better teachers. There are teachers now being paid more than they are worth educationally. They get their jobs through haphazard methods of employment and they hold them because of the passivity of weak-kneed administration. It does no good to pay poor teachers more money. The program for better wages for teachers will fail unless better teachers are employed with the extra money. That means that the most careful method of selection and employment must be used in the original placement of teachers. It means, too, that rigid elimination of those who prove to be unfit must be practiced. The educational welfare of the children must hold precedence over sympathy for the teacher.

Mr. Reader, you are interested in teacher employment or you would not have followed me this far. Very possibly you have mastered the technic and art of employing teachers more



NIEDECKEN SHOWERS

PATENTED

An Economy Shower for School Installation

Consisting of NIEDECKEN MIXER, shower head, *Lock Shield Flow Control* and pipe supports. Piping is furnished by erecting plumber and can be finished with white enamel paint or aluminum bronze.

The Price is \$17.35. No Piping Included.

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Bradley Washfountains

PROMOTE BOTH
CLEANLINESS AND
SANITATION

REQUIRE BUT A
MINIMUM OF
JANITOR SERVICE

"The First Cost is the Last Cost"

Bradley Washfountains represent a great advance in modern washroom equipment. They promote both cleanliness and sanitation, are self cleaning and require but a minimum of janitor service.

And Bradley Washfountains are most economical. Their use reduces the number of fixtures required. They save floor space, use less water, and permit the use of fresh tempered water at all times.

For use in Schools, Colleges and Universities and in every type of public lavatories, there is no fixture equal to the Bradley Washfountain in utility, durability and beauty and in economy of operation and maintenance.

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Bradley Washfountain Co.

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A FEW SCHOOL INSTALLATIONS

Crane Technical High School,
Tilden High School,
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Washington Ave. High
School,
Canton, Ohio
High School,
Green Bay, Wis.
Fond du Lac High School,
Fond du Lac, Wis.
South Omaha High School,
South Omaha, Nebr.
Woodland Union High School,
Woodland, Calif.
Old Government School,
Oneida, Wis.
Great Neck Prep. School,
Great Neck, L. I.
High School,
St. Charles, Ill.
AND MANY MORE.

fully than I. Probably you do not do the job as I do. You may disagree with much that I have said because of a difference in experience, training, or temperament. But why not analyze the results of your own experience and publish them? I'll read the contribution and no doubt others will. If a number should follow our example perhaps some good man will summarize them all some day and provide our struggling profession with a volume of useful reference on this important common problem.

A CHECK LIST FOR THE PREPARATION OF RULES, REGULATIONS, AND WRITTEN INSTRUCTIONS

(Concluded from Page 42)

timers since with him none of the duties have become habitual; but its weakness is that it requires a great deal of time so that the investigators generally see better results by having many careful interviews than having one individual work on the job until he knows it thoroughly.

4. *Questionary.* The written questionary is sometimes used as a method of analysis, but it is not satisfactory in yielding more than a preliminary list, and even for this it is so inferior to the interview that its use is not recommended except in extreme cases.

The aim in all this work is to make the list of duties as nearly complete as possible. The utmost care and the highest degree of patience are necessary in order that accurate lists may be obtained.⁹

More specific are the following suggestions:

1. Begin with one department in your factory which is the best known to you, and where you are sure of the cooperation of the foreman, assistant foreman, and other employees who may have to be consulted.

2. Observe the jobs to be written up, notice what is done and how it is done, type of employee doing the job, working conditions, and any other factors shown in the outline below.

3. Write up all you know about the job or have learned from your own observation, following the outline shown below.

4. Get together with the foreman and sell to him the idea of the job analysis, pointing out to

him the value of his department in having you secure full knowledge of the requirements, the value it is to the company as a whole in furnishing information as a basis for the standardization of names and rate, the value to the factory, the safety of the department, and nurses having detailed information about each job as to the working conditions, hazards, and any other arguments which you may feel will assist in selling the idea.

5. Secure from your foreman as complete a statement as possible on all the points to be covered. Be sure to evaluate his statements and discriminate between facts, opinions, and bias or prejudice.

6. If advisable, talk to the assistant foreman, die setters, lineman, and experienced employees about the job.

7. Consult the master mechanic on questions of equipment, the efficiency man, spoilage clerk, and superintendent, getting the requirements of the job from their particular angle and viewpoint.

8. Consult the safety man as to the hazards of the job.

9. Consult the nurse or doctor as to the health and physical requirements and strains they may have observed.

10. Check at all times by observation of the actual conditions, and give statements of facts instead of opinions wherever possible.

11. Write your analysis from the above information. Give in as few words as possible an accurate, reliable, simple, and adequate description and definition.

12. Submit to the foreman for criticisms and suggestions, and if finally agreed upon by the foreman and employment department, submit to the superintendent for final approval.

13. The information should be written up on plain sheets of paper and arranged in paragraphs under the headings given below to facilitate easy reference to any particular points.¹⁰

Adapting Technics to Educational Problems

It is of course not implied that the above procedure be applied directly in job analysis for school employees. It is merely suggestive of

technics which can be developed after industrial policies are established in our schools. The educational enterprise has certain peculiar characteristics demanding its own specific technics. The important consideration is that scientific study be submitted for traditional practice and that such studies be made by experts instead of by laymen.

Even with the most careful preparation it will be found necessary to give rules, regulations, and written instructions a trial in actual practice before adopting them in final form. In fact such controls must be subject to constant study and revision in order that the written rules may harmonize with changing practice. If written codes are to function effectively as administrative controls, they must at all times be a true expression of the administrative spirit and policy of the school system.

A SCHOOL-BOARD MEMBER'S CONCEPTION OF HIS JOB

(Continued from Page 52)

ways available is a great advantage to us but, with buildings and grounds of the value of ours, and with the responsibility of their proper upkeep and repair, I wonder if we ought not to consider the matter of making our engineer a supervisor of properties, relieving him of his present work to the extent of allowing him time to direct that work. We are all busy men and oftentimes things must be done at once, and if the superintendent is called upon to do them, I believe that that amount of time is often sacrificed from the supervision of the schoolwork. Another method might be to make the school clerk the superintendent of properties, and if necessary make such adjustment in his salary as would be necessary to permit him to look after this work under the direction of the buildings and grounds committee.

(Concluded on Page 155)

⁹W. W. Charters, *Curriculum Construction*, pp. 38-39.

¹⁰Report of the committee appointed by the Chicago Council National Association of Employment Managers. Taken from *Personnel*, 11 (1919), 10.

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“**PLUMBING
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FIXTURES

STANDARD in SCHOOLS THE COUNTRY OVER

With a national reputation for positive, economical, trouble-free operation and service consistently maintained for half a century **NORCO** Plumbing Fixtures are the accepted standard for schools.

Their remarkable long life and years of efficient uninterrupted service afford a definite factor for economy that make them a logical choice for school installation.

Beauty of Design and finish is characteristic of the **NORCO** Plumbing Fixtures, yet utility and design have not been sacrificed in its attainment.

NORCO experts are always at your service and will be glad to offer suggestions to architects or school officials on all plumbing problems.

Our wide distribution of warehouses and sales offices insure prompt shipment and immediate service in the installation and operation of **NORCO** Plumbing Fixtures.



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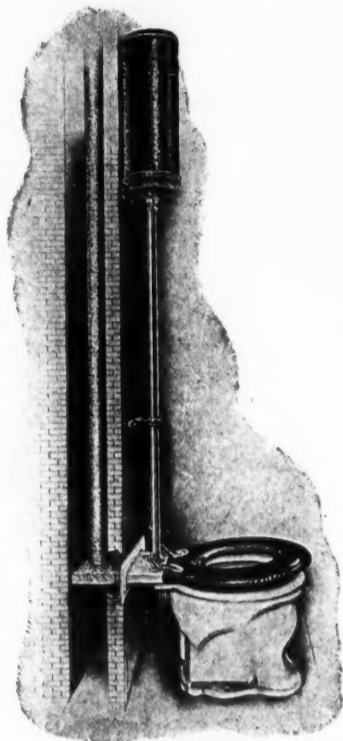
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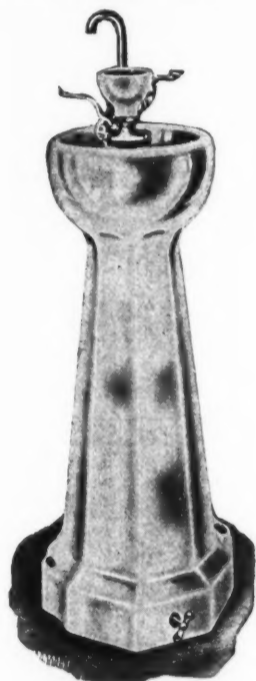
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PIONEER MANUFACTURERS OF PLUMBING FIXTURES FOR SCHOOLS



for janitors
and teachers!

For routine cleaning-up about the school and for those innumerable jobs for which a ladder is required, there's but one ladder in the country that is absolutely safe! It is the

DAYTON Safety Ladder

Here at last is a ladder that will straddle desks, platforms and all obstructions with the utmost ease—a ladder that can't sway, wobble, upset or collapse.

The large working platform of the Dayton affords ample room for two workmen and their tools, permitting free use of both hands and enabling the operator to lean forward or sideways with security.

The Dayton is built of steel-braced aeroplane spruce—made in sizes from 3 to 16 feet—easily portable.



Note how close to walls the Dayton can be erected—an ideal feature for school use!

Write Dept. ASBJ-4 for complete information and prices.

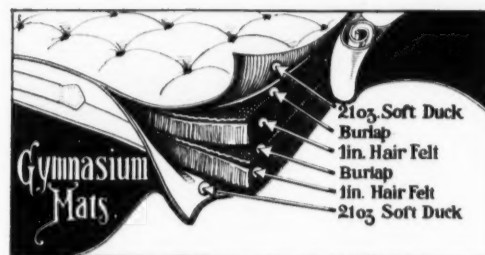


Windows are washed in half the time from the Dayton. Ample room for pail on its broad platform!

The Dayton Safety Ladder Co.
121-123 West Third Street
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NARRAGANSETT

Standard Equipment
GYMNASIUM-PLAYGROUND-STEEL LOCKERS



Quality that Endures

Narragansett Gym Mats are built to stand punishment. A glance at the accompanying illustration bears this out. . . . and shows why you can forget your mat problem once you specify a Narragansett!

The finest in Gymnasium and Playground Apparatus, Steel Lockers, Shelving and Storage Cabinets.

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The United States Naval Academy Endorses Wayne Safe Steel Grandstands

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1500 Seat Stand for Indoor
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Leading schools and colleges own Wayne Grandstands. Now Wayne Stands have been accepted by the United States Naval Academy, after undergoing rigid tests.

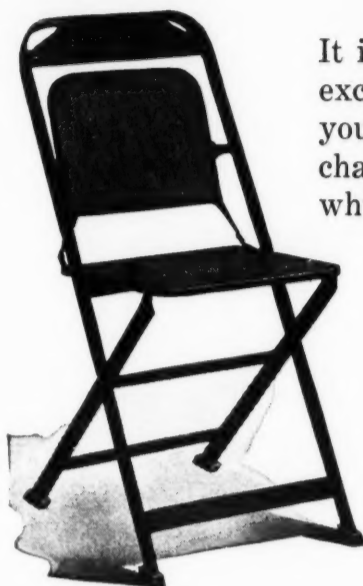
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Any Number Of Seats

In Time For Your Spring Outdoor Sports.

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Lincoln Highway and Pembroke Avenue
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The Beacon Folding Chair Will Last a Lifetime



It is an **investment** — not an **expense**. Nor is strength its only excellent feature. Beacon Chairs are **comfortable**. Let us send you a sample — test it for strength and try it for comfort. The chair itself is our best salesman. All steel except seat and back, which are wood for comfort — rubber tips, of course.

Also made in 27 different kinds of upholstery and fourteen colors for frames.

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A five year guarantee insures against replacement.

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STYLE

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|--|--|
| <input type="checkbox"/> Brown | <input type="checkbox"/> Wood Seat and Wood Back |
| <input type="checkbox"/> Mahogany | <input type="checkbox"/> Upholstered Seat and Wood Back |
| <input type="checkbox"/> Battleship Gray | <input type="checkbox"/> Upholstered Seat and Upholstered Back |
| <input type="checkbox"/> Olive Green | |

Name

Address

City and State

(Concluded from Page 152)

Building Program: We ought to develop at the earliest possible moment a comprehensive building program—not only for this year but for the next five or ten years, so far as we are able to forecast. Here I think that the building committee can do a great deal of work between meetings. An hour of time here and there working with the superintendent will do much to clarify the situation for us. We must have a survey which will show the increases in school population and whether an addition to Washington school will serve our needs till we can build the first unit of a junior high school; and whether a junior high school will take care of the needs till the Lincoln school can be enlarged and a replacement built for the Central and Columbian schools. There are some major repairs to be done to some of the buildings and some work on the grounds at several of the buildings, as well as the purchase of additional grounds. This, too, should be programed so far as we are able to do so. I believe that we should outline all the work as early as possible, to the best of our ability, and then present it to the taxpayers for their information and instruction, preparatory to asking for the issue of the necessary bonds. The various parent-teacher associations can be used in this connection and they will undoubtedly welcome such information.

Teachers' Salary Schedule. During this year we should, if possible, examine the present teachers' salary schedule. The one in use has been in force for some time without uniform revision. There are very likely some inequalities now. It should be compared with that of other districts of the same size lest we should find ourselves losing good teachers because our salary list has not kept pace with the times. I think that we should have department heads in the high school. Our high school has reached

the size where it is impossible for a principal to maintain close supervision over all the departments, and it is only right that he and the superintendent should be allowed to recommend that some person be designated as the head of a department and be responsible to the principal for correlating the work done by the several teachers in that department. This, of course, does not apply to all departments in high school, but does, I believe, to such as mathematics, English, and history. A high school as large as ours should have an assistant principal. There is not at present a designated person who could take charge in the absence of the principal. A few teachers do a considerable amount of extra-curriculum duty—such as coaching certain class teams, handling school finances, etc. Possibly a complete report would enable us to determine whether these teachers are entitled to additional compensation for that service. In Miss Williams we have an exceptionally capable secretary in the high-school office. She does a great amount of work and assumes a great deal of responsibility. She has been offered a much better salary than we are paying her. We should not like to lose her because we did not pay her the worth of her position. I think that the superintendent and principal should have a stenographer in the office. At present there is none, and the principal is compelled to use a girl from the commercial department. This is not always satisfactory. It is good practice for the girls, of course, but those of us who have stenographers would scarcely like to have a new one for every half or quarter of a day. The superintendent has formed the habit of writing his letters in long hand through years of being without a stenographer.

Janitors: Somewhat allied to the salaries of teachers is the matter of the salaries of janitors. This schedule should be examined and revised

this year. We have as yet no satisfactory system of authorization for purchases or for work to be done. I think that it would be both practicable and satisfactory to give to the buildings-and-grounds committee the function of purchases and issuance of work orders.

Internal Organizations: Some matters regarding the internal functioning of the high school would be of interest and at the same time fortify us with information with which to answer complaints or rumors which may start from time to time. Among them:

Student activities and organizations—how many and what they are; how much time they consume and what functions they perform.

Social relations among high-school students.

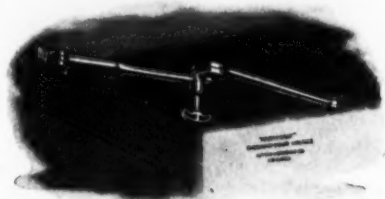
Athletic relations; financial condition of athletic association; students' support of same; scholastic requirements and standing of athletes.

Scholarship of students; grades required and number of failures. System and frequency of examinations. System of marking and approval by principal and superintendent. (Unfortunately incident last year when parent claimed that principal passed pupil who had failed in examination.)

Finances: We are restricted in all our work by the condition of our finances. I propose that we call for a complete report for our own information of the status of our bonds and the rate at which they are being paid off. The finance committee will need a current report of the status of the budget account to date and I think it would be of assistance if we could have at each meeting a report of the budget items to date so that we shall be careful to make no expenditures for which we have not the funds. The question of the advisability of placing on the vouchers the account against which the item is charged, might well be considered by the committee.

Bronze Door Holders for Schools

Standard Equipment in Over 100 Cities



**Aristocrat
Overhead Door
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For installation on
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opening out.

"Up over the heads
of the crowd."

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Door Holder and
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For installation on class-
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opening back to parti-
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Can be installed on base-
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FLOORING



South Side Memorial High School
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DURAFLEX-A

HAVE WE OUTGROWN COMMENCEMENTS?

(Concluded from Page 53)

are inclined to drop their courses before they are finished, shall be shown the importance of continuing. Sometimes it is difficult for a younger person to get the viewpoint of parents or teachers.

The writer witnessed a delightful commencement program of the High and Union Schools of Canton, New York, marking the close of the June session several years ago. The program, which was given in the opera house, was unusually good. It was divided into three parts. In part one of the program the kindergarten pupils entertained. These little people have an orchestra of their own, and one of their number is the leader. Following this was a Danish Dance of Greeting by a number of boys and girls daintily dressed for the occasion. A Shadow Song and another selection by a small lady, brought this part of the program to the final number, which was a Fairy and Brownie Dance done in costume. The work of these little people was excellent, and showed careful and sympathetic training. Part two of the program took the form of an operetta by the grade pupils. Not only the teachers themselves, but some of the interested mothers assisted in putting on this production. The operetta was based upon the custom of the Japanese of holding a Doll Festival each spring time. The little Japanese boys and girls believe firmly that the fairy queen comes to earth at this time and grants their wishes provided they make known their desires.

The third part was contributed by the graduates of the high school, and was quite as free from routine. The high school orchestra rendered several selections with credit, and a well-trained girls' chorus sang a number of times. The essays and orations were interspersed by

solos and musical numbers given by the students themselves, and the choice of topics selected showed a marked stimulation of originality on the part of the students. Among the subjects on the program were the following: "Indian Myths and Legends," "Rugs and Rug Making," "Development of Water Power for Electricity," "Folk Music of America," "Courtesy," "Safety Devices," "Toys and Their Influence."

A well-known small college is located in this quiet little town, and the annual commencement is one of the events of the year. Naturally this institution has an influence upon the high school, and it is even reflected in the ambitions and standards of the grade schools. The high school commencement was marked with a fine dignity scarcely to be improved upon by those coming forth from the school of higher education, and as these commencement exercises of the three schools are made affairs of great importance, it is not to be wondered at that the young people of this town go through high school and college almost as a matter of course.

Have you noticed that in certain years when turkey is scarce at Thanksgiving time, your own appetite for turkey was more intense and keener than ever before, and you felt justified in paying the high price per pound to have a toothsome bird of this kind? And have you observed that when fashion declares that mink is scarce and high, that no other fur will quite satisfy the lady of fashion—except mink? The psychology of it is simply this: *What other people show they prize and are willing to pay a high price to obtain, we also proceed as a matter of course to prize likewise, and to reach out to possess.* It is the natural reaction of the human mind.

This simple statement of facts contains food for thought as to our duty to our students, to our schools, to our community, and to our country as to the type of commencement exercises which we shall arrange in those seasons which now lie before us.

SOME SCHOOL STATISTICS

(Concluded from Page 48)

If to these amounts there are added the costs of industrial schools, schools for the blind, the deaf, and the feeble-minded for 1922, and for schools for the Indians and for Alaskans, the total is \$2,386,889,132.

Public elementary and high-school property is valued at \$3,744,780,714 and private high-school property at \$396,616,100. Private elementary school property is estimated to be worth \$300,000,000. Teacher-training institutions have property valued at \$136,623,958 and colleges and universities at \$1,056,929,060, excluding endowments. Teacher-training institutions have endowments and productive funds valued at \$12,862,722 and colleges and universities at \$814,718,813.

The total value of school property as reported above is \$6,462,531,367.

DALLAS CONVENTION SIDELIGHTS

—Bruce's Bulletin listed 5,500 school executives and other persons in attendance at the convention. Mr. and Mrs. Wm. B. Ittner, of St. Louis, acted as hosts at a gathering of 53 superintendents who have made use of the Ittner organization for the planning and construction of school buildings in their cities.

—Breakfasts, luncheons, and dinners under the auspices of colleges, fraternities, local luncheon clubs, state groups, exhibitors, and various other organizations have become such an integral part of the Department that practically everybody was dated up for the three meals of each of the convention days. Some of the programs at these meals were genuine treats, constructive and helpful. Certainly they all contribute to the good fellowship and the interchange of experience which are so important an element of the convention.

Two more rooms to Avoid Overcrowding

Whether you need one, two or more, you can get them quickly by ordering units of the Ambler Asbestos School Buildings shown below. Cold weather won't hinder seriously the erection of these buildings.

Paneled, roofed, sheathed with fireproof Ambler Asbestos building material of the most permanent and substantial type. The upkeep is negligible, as the main areas of these unique buildings have absolutely no need for paint.

Shipped in standard, easily-handled sections that can be speedily erected, yet the buildings have the appearance of structures costing several times as much. Can be salvaged later at a large part of original cost.

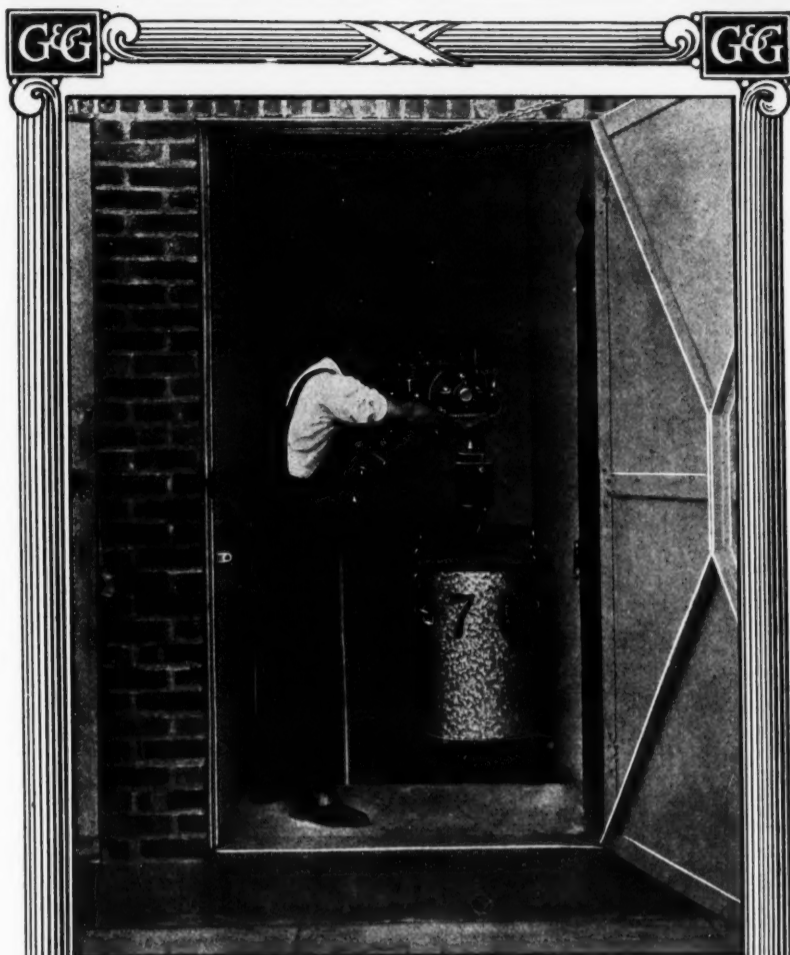
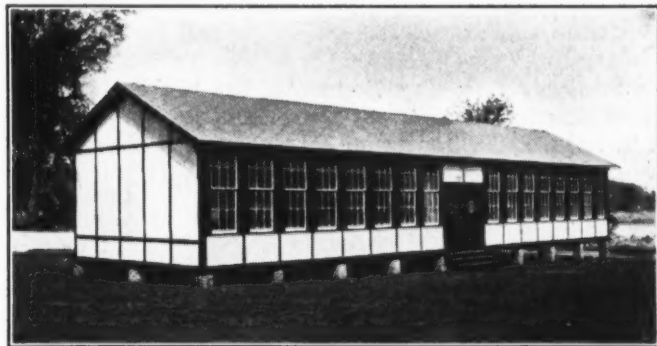
May we tell you about our services and the cost?

Asbestos Buildings Company

1013 Liberty Trust Bldg., Philadelphia, Penna.

or

228 Pennant Ave., Pittsburgh, Pa.



Installation at Public School No. 70,
Borough of Queens, New York City.
C. B. J. Snyder, Municipal Architect.

Unusual Conditions!

—But this G&G Electric Hoist
Solved the Problem

Installed on the inside of the building, this G&G Electric Hoist delivers cans through a doorway—solving the problem where the usual sidewalk doors would impede traffic.

For every school ash removal job, there is a G&G Hoist that provides speedy, efficient and economical service. Write for the G&G Hoist Catalog.

GILLIS & GEOGHEGAN

551 West Broadway, New York



Telescopic Hoist
With Automatic Stop and Gravity Lowering Device

PERMALIUM

NICKEL PLATED ALUMINUM

SERVING TRAYS

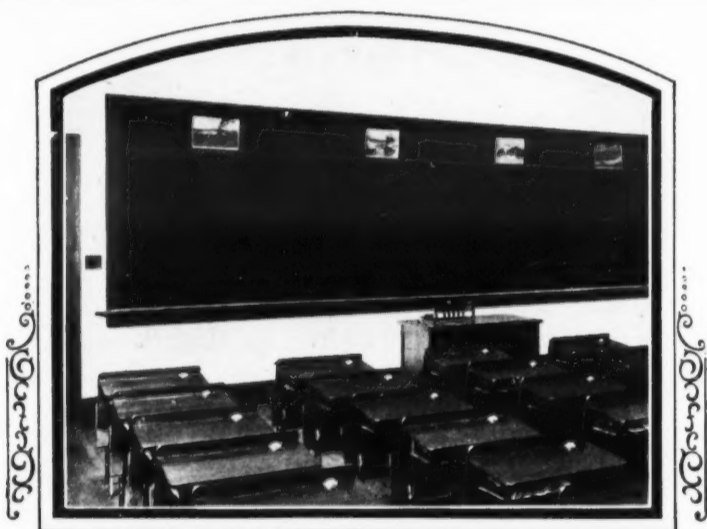


Sanitary Because Easy to Clean Thoroughly and 6 other advantages—

1. **Sanitary**—Foods can't get into pores of the metal as in unplated aluminum trays.
2. **Easy to clean**—No steel wool or powder abrasives necessary. Simply wash with soap and water.
3. **Keeps clean**—Won't soil table or bed linen. No stain or oxidation.
4. **Attractive**—Rich, lustrous, mirror-like appearance—appetizing.
5. **Light**—No material increase in weight.
6. **Longer life**—Due to reinforcing and extreme hardness of nickel. Guaranteed not to peel.

Write today for attractive catalog with prices describing the only line of nickel plated aluminum serving trays on the market.

THE PERMALIUM PRODUCTS CO.
Manufacturers of Nickel Plated Aluminum Products
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And Now SANI ONYX Blackboards!

SANI ONYX is the modern blackboard material. It comes in uniform thickness, and is non-absorbent. Unlike slate, it does not crack, disintegrate or scale off.

SANI ONYX will outlast your school building, and needs no refinishing. The smooth, even surface is as easy to clean as a china dish.

The superior writing and wearing qualities of SANI ONYX makes it the ideal blackboard.

Write for prices and details.

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SAVITREOUS MARBLE

A FEW TYPICAL INSTALLATIONS

Recently Handled by
THE CLEVELAND RANGE CO.

Collinwood Junior Thomas Jefferson Jr.
Willson Junior Addison Junior
 at Cleveland, Ohio

Everett Junior, Crestview, and West
 High Schools at Columbus, Ohio

East High School and Chaney High School
 at Youngstown, Ohio

South East Junior High and Meussel School
 at South Bend, Indiana

North Junior High and South Junior High
 at Findlay, Ohio

Mishawaka High School, Mishawaka, Indiana

Woodrow Wilson Jr. High, Terre Haute, Ind.

Shawnee Rural School, near Lima, Ohio

Harding Junior High School, Lakewood, Ohio

University School for Boys, Cleveland Hts., O.

Andrews Institute for Girls, at Willoughby, O.

Warren G. Harding High School, Warren, O.

If you are interested in Cooking and Serving Equipment, write for our Catalog No. 26. The Cleveland Line is known everywhere for the Excellent Service which it gives.

Exclusive Manufacturers of
Born Ranges and Equipment

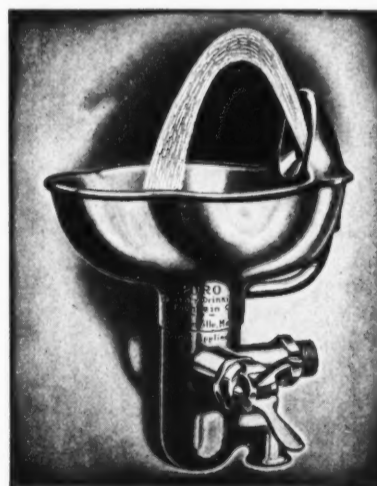
The CLEVELAND RANGE Co.

General Offices and Factory 3323 Vega Avenue,
CLEVELAND, OHIO

EVERYTHING
for THE DINING ROOM AND KITCHEN

PURO

DRINKING FOUNTAINS



The fountain illustrated was designed especially for use in schools.

Puro Drinking Fountains are made of solid bronze cast metal from heavily designed patterns. No breakage possible. There is nothing to crack, chip or become unsightly.

Puro Sanitary Drinking Fountains are highly finished and heavily nickel plated. They are always clean and inviting—do not require the continual care of enameled goods.

*"An Installation Once Made
Will Last a Lifetime."*

WRITE FOR COPY OF OUR CATALOG.

PURO SANITARY DRINKING FOUNTAIN COMPANY
Haydenville, Massachusetts



"The Perfect Folding Chair" Must be well balanced

The Clarin Folding Chair will not slide from under the occupant when tilted either forward or backward — that's balance!

Let us send you one at our expense to try.

Clarin Chairs are made of steel (excepting seat and rubber floor contacts) and will not mar the finest floor nor damage the most delicate floor covering.

Clarin Mfg. Co., 2450 N. Crawford Ave., Chicago, Ill.

Please send by parcel-post prepaid — sample CLARIN CHAIR, finish and seat as checked:

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|--|--|---|
| <input type="checkbox"/> Brown (walnut) | <input type="checkbox"/> Battleship Gray | <input type="checkbox"/> Wood Seat |
| <input type="checkbox"/> Maroon (mahogany) | <input type="checkbox"/> Olive Green | <input type="checkbox"/> Leatherette Seat |

We will either return it or pay for it after ten days' trial.

Signed

PUBLIC HIGH-SCHOOL ENROLLMENTS, BY SIZE AND ACCREDITMENT

(Concluded from Page 46)

schools to account for. Since urban growth is more rapid than rural growth, and since non-accredited schools are more frequent in the smaller communities, new complexities arise in determining holding power. It is safe, however, to say that the accredited schools carry a larger percentage of their students through four years of work, than do the nonaccredited schools, without attempting to state the difference in exact terms.

The Size of High Schools

Table 2 classifies these same 14,827 high schools according to size. Of the 614 high schools having an enrollment of more than 1,000, 305 are between 1,000 and 1,500. Every state excepting Delaware, Nevada, New Mexico, North Dakota, Vermont, and Wyoming, has at least one high school in this class. Ohio has 28. Delaware has one in the 2,000-2,500 class. There are also 140 in the 1,501-2,000 class; 79 in the 2,001-2,500 class; 40 in the 2,501-3,000 class; 20 in the 3,001 to 3,500 class; 10 from 3,501 to 4,000; 7 from 4,001 to 4,500, these being in California, Illinois, and New York; 3 from 4,501 to 5,000, one each being in Indiana, New Jersey, and New York. New York City has one with 8,410 pupils, 4 others with more than 6,000, and 5 more with more than 5,000 students. Of 312 other high schools, impossible to classify excepting as to size, 302 have less than 25 pupils each, 2 have between 75 and 99, and 8 have slightly more than 100 pupils. The average enrollment of the 15,139 public high schools is then about 168 pupils.

THE ADMINISTRATION OF SCHOOL-BUILDING PROGRAMS

(Continued from Page 65)

building is recommended as the best type for cities with an occasional school-building program. This plan should include the services

of an expert educational consultant, and such expert engineering service as may be needed, to be paid from the architect's commission.

2. For cities with a continuous building program, the writer recommends the Type III plan of organization with a city department for preliminary studies, supervision of construction and inspection, and with a project architect employed on a commission basis to prepare plans and specifications for each building. Under this plan the project architect should be retained for consultation, and be permitted to make recommendations to the building department after his plans and specifications have been accepted and taken over by the department for supervision of construction. The department staff should include expert educational engineering service for the development of standard lay-

outs and schedules in keeping with the educational program.

3. The Type IV plan, or city building department with a complete architectural and engineering staff on salary, is not recommended. While the per cent overhead cost of operation of this type of organization is low in the larger cities, there is no apparent economy in cost of construction, the schools are denied the services of the successful architects and engineers outside of the city department, and originality of design with individual study of the program the building is to house is often forfeited in favor of a small overhead saving obtained through the use of duplicate sets of plans. The best architects and engineers hesitate to give up a successful private practice for an uncertain public office, the personnel of such a department

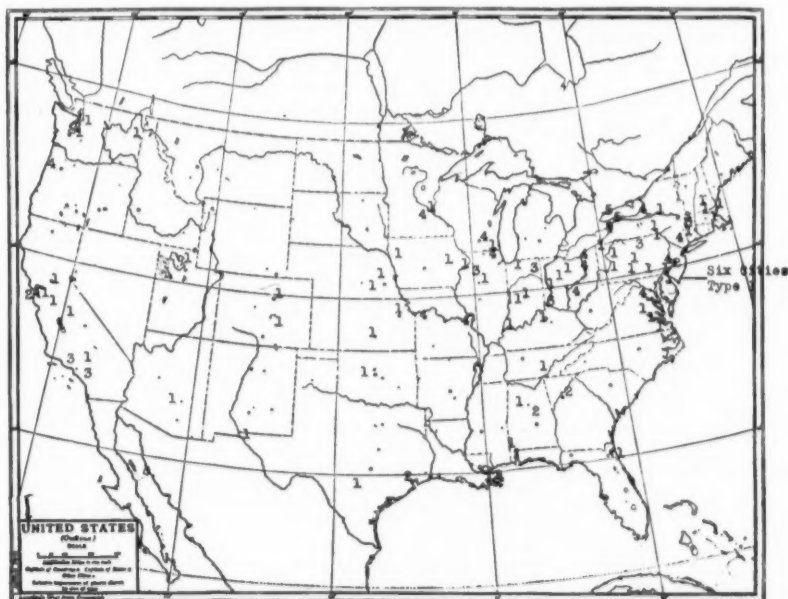
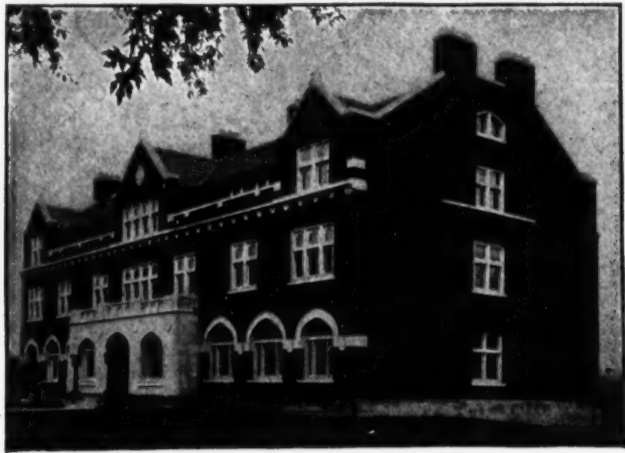


Chart 5. Geographical Distribution of Types of Organization. Copyright by Rand McNally & Company, Chicago, Ill. U. S. A.



Conservatory of Music, Northfield, Minn.
Sound-proofed with Cabot's Quilt.
Patton, Holmes & Flinn, Architects, Chicago.

Sound Proof Music Rooms

All school-rooms need sound-proof floors and partitions, but music rooms most of all. The above building was sound-proofed with

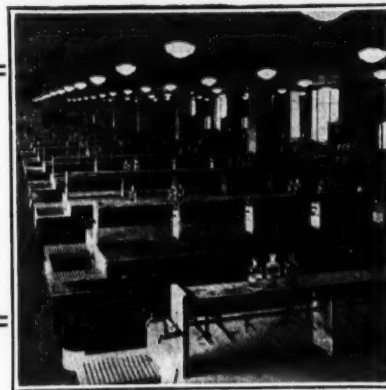
CABOT'S QUILT

and the directors report the usual "perfect results."

Sound-proof, Decay-proof, Vermin-proof and Fire-resistant—the only material that meets all requirements.

Samples and full details on request.

Samuel Cabot, Inc., Mfg. Chemists, Boston, Mass.
342 Madison Ave., N. Y., 24 W. Kinzie St., Chicago.



**FIRE-
PROOF**

**ACID-
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THE advantages of Alberene Stone as a laboratory material, are pre-eminent and admit no argument. Think of these super-qualities:—acid-and-alkali-resistant; heat-and-cold-proof; non-absorbent and non-staining; hard, velvet-smooth, non-chipping, non-scaling; easily workable into any shape or form. It makes a fire-safe laboratory. For 20 years, it has been a laboratory standard. Make it yours.

Let us send the Bulletin on Alberene Stone Laboratory Equipment.

ALBERENE STONE COMPANY
153 West 23rd St., New York, N. Y.

**ALBERENE
STONE** SHELVING
TABLE TOPS FUME HOODS SINKS
THE INDESTRUCTIBLE MATERIAL FOR LABORATORY USE

is frequently under political influence, and the work of school-building planning cannot go on as efficiently as in the hands of independent architects operating on a commission.

4. Our state laws should make definite provisions for the approval of school-building plans and specifications by professionally trained school officials.

5. The initiative in recommending needed school-house construction should come from the superintendent of schools, as the result of a careful study under his direction of the school-housing situation by persons trained in school-

recommendation by a member of his staff especially trained in school-building construction, before going to the board of education for approval.

THE NEW HIGH SCHOOL AT ELIZABETH (Concluded from Page 62)

back into the narrow "L" piece at the rear. This utilized the less desirable part of the land and provided shelter for the play court in winter.

The zoning law prohibited building nearer than thirty feet to the street line thus losing a considerable part of the lot. It would have been possible to build a four-story building and retain an east and west exposure for all the rooms, but the advantage derived from the basement and two-story plan, in the way of reduction of stair climbing and general ease of administration were so great that it was felt that they outweighed the disadvantages of a few south-facing rooms. The result has fully justified this decision.

The administration offices, including the clinic, and office for the dean of girls, were located in the center of the building, on the main floor, and are ample. Neither the appropriation nor the size of the plot allowed for construction of a grand or spacious entrance lobby; the problem was the clean, simple, practical housing of 1,500 junior-high-school pupils in an industrial city.

The arrangement as devised provides outside sunlight, cross ventilation and air for the auditorium and gymnasiums on two sides, and outside light and air for the lunch room, which is placed at the ground level with direct access to the play court. No difficulty is experienced in serving lunch to the pupils in two shifts with the accommodations provided. Conformable to the state law, no classrooms are located in the basement.

The building contains 38 room units each 22'x29', a number of which are arranged with movable partitions, a library 60'x22'; a lunch room equipped with 60' of cafeteria counter, two gymnasiums, and an auditorium for 750. The auditorium has a sloping floor, motion-picture booth, an acoustically treated ceiling, and a stage which is integrated with the floor of the girls' gymnasium. Lockers, showers, and physical-directors' rooms are arranged in four tiers, adjoining the gymnasium. The pupils' clothing is provided for mostly by the "Chicago" ventilated wardrobes, though a few old-style dressing rooms are introduced.

Following the practice prevalent in many large cities, the cost of an enormous and frequently idle auditorium capable of accommodating the entire school is eliminated and a smaller one is substituted.

A considerable number of museum cases, with glass doors and shelves, are provided in the corridors for the display of trophies and natural-history specimens.

The interior trim is in oak, and the exterior of terra cotta, with symbolic panels in pastel colors.

Under the plan of operation, the school accommodates 1,500 pupils.

The cost was \$496,000, or at the rate of \$351 per pupil. Kilham, Hopkins & Greeley, architects, of Boston, planned the building.

—Clarkstown, N. Y. The citizens have voted the erection of a new school to cost \$100,000.

—The school board, Poughkeepsie, N. Y., has been asked to approve a school-building program calling for the expenditure of approximately \$900,000.

—During the past year and a half, the school board of Fort Worth, Texas, completed an extensive building program. With a bond issue of \$2,750,000, the board was able to complete two senior high schools and a junior high school. In addition to these buildings, the board is planning to erect another building.

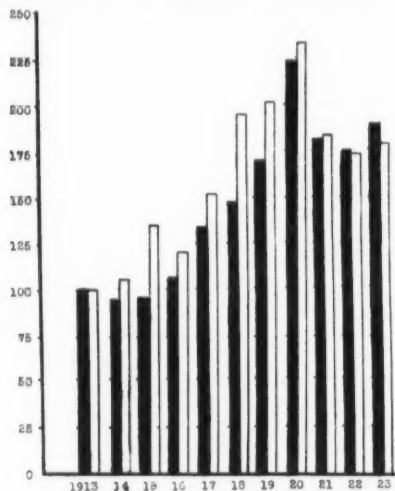


CHART 6. INDICES OF SCHOOL-BUILDING COSTS.
Columns in Outline Are Index of Cost Per Cubic Foot for School Buildings.
Columns in Solid Black Are Mean Index of Cost of Materials and Labor.

building survey work. This study should recommend a program covering a period of years.

6. Plans and specifications should be approved by the superintendent of schools, upon

"Continental"

The Supreme School Room Scale



Weighs the Most Pupils Accurately in the Least Time

MORE pupils can be accurately weighed in a given time on a "CONTINENTAL" Special School Room Scale than on any other. When using it, the teacher can remain seated, work the scale with her left hand and record the weight with her right, an arrangement unsurpassed for speedy weighing.

Every feature of the "CONTINENTAL" was designed for school room use. The insulated cork platform does not chill the children's stockinged feet. The Scale Level Indicator notifies the teacher if the floor is uneven, so that she can level the scale to secure correct weight. The strong durable casters make it easy to roll away.

Agate beam bearings and a Die Cast Beam (which will not rust, bend, or warp) insure the permanent accuracy of the "CONTINENTAL."

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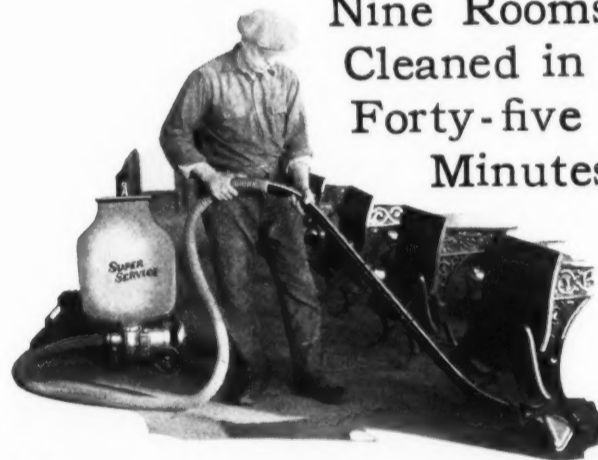
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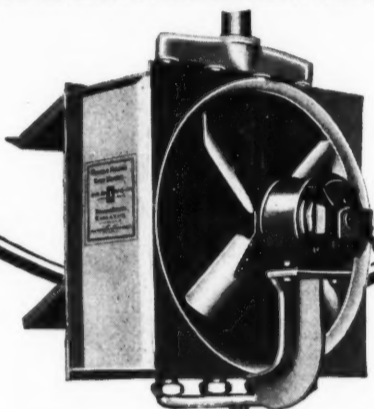
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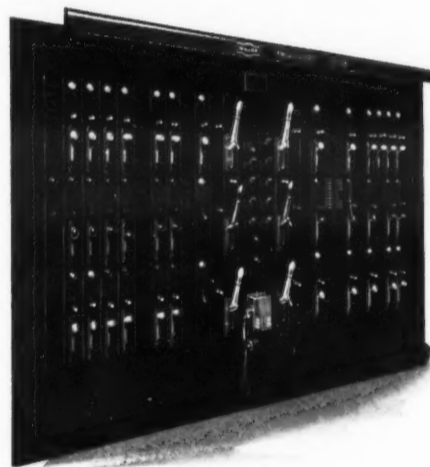


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BOOK REVIEWS

Handwriting for the Broad-edge Pen

By Frances M. Moore. Cloth. 85 pages, illustrated. Also six copy books. Ginn & Co., New York City.

These copy books aim to teach a style of handwriting which resembles print and which is a modification of the text writing employed in old time documents and literature. Ordinarily the new old-style of handwriting might be regarded as a passing fad, but it is claimed that it is susceptible to speed besides having the merit of legibility.

Its utility in a modern day for certain special purposes must be recognized. The author does not state, however, just where lettering of this kind finds its practical application. It must be assumed that it is the ideal lettering for engrossed documents, and also in commercial channels where special legibility is desired. It also has its place in the mechanical-drawing field and in the lettering of charts and graphs.

Rational Bookkeeping and Accounting

By Albert G. Belding and Russell T. Greene. Cloth, 383 pages. Published by the Gregg Publishing Company, New York City.

There are many books on the market dealing with the teaching of accounting. But, as conditions change in the field of commerce and industry, and directness and efficiency is constantly being advanced, so textbooks must aim at greater practicability and service. This is the aim of the authors who bring their experience as instructors in account keeping into play.

The exercises presented are based upon modern business methods, and concern themselves not only with actual transactions as they occur in the commercial world today, but also seek to enlarge the student's conception of what it all means.

Thus, the student is carried through cashbooks, journals and ledgers, is familiarized with the function of checks, drafts and notes, but is also taught the cause and effect of business routine, and is initiated into the full purpose of the science of current record keeping.

The Foods We Eat

By Frank G. Carpenter and Frances Carpenter. Cloth, 181 pages. Published by the American Book Company, New York-Chicago.

This little volume approaches the subject of food from the children's point of view and seeks to stimulate an interest in the several kinds of food as well as the conditions under which they are produced.

The travel idea, whereby the pupil is taken to various countries and shown how food is grown, prepared and distributed, is accentuated. The book is liberally and handsomely illustrated.

The Bad Little Rabbit, and Other Stories

By Madge A. Bigham. Cloth bound, 155 pages. Price 75 cents. Published by Little, Brown & Company, Boston.

Here is a collection of some two dozen children's stories, interestingly told and attractively illustrated. They deal with domestic animals, with flowers, with toys and household utensils. The fairy tale is cast in new environment, new directions and new surprises. The child mind is fascinated, charmed and instructed.

Spelling Notebook

By Henry Carr Pearson. Paper cover, 56 pages. Published by the American Book Company, New York.

This is a copybook intended as an aid to individual study. It enables the student to record certain words which he desires to subject to a trial test or retain for study. A number of pages are provided for dictation tests and for final tests.

The Bad Little Rabbit

By Madge A. Bigham. Cloth, 155 pages, illustrated. List price, 75 cents. Little, Brown & Co., Boston, Mass.

This is another one of those delightful children's books for which the author is known. The tale about the bad little rabbit is only one among a list of two dozen. These tell amusing things about kittens and cats, pigs and ponies, rats and rabbits, chickens and circuses, and what not. Toys and children come in for attention. The book is neatly illustrated throughout.

A Laboratory Manual for General Botany

By David Potter, M.Sc., Instructor in Botany, Clark University, Worcester, Mass. Part I. Cloth bound. Price, \$1.32. Paper bound, 96 cents. 148 pages. Part II—Paper bound, 120 pages. Price, \$1.08. Published by The Bruce Publishing Company, Milwaukee, Wisconsin.

The author, whose method is based upon practical teaching experience, aims to reduce the time usually spent on drawings in the laboratory to a greater study of the materials employed. The manual is divided into two parts and deals with all the essential phases of plant life. It is designed to cover a general course in botany, or the botanical part of a course in general biology.

The first book deals with the descriptive part of the exercises and covers the foundation necessary to prepare the student for microscopic study, with an introduction to cell and plant physiology. The second book is composed of fifty-nine plates of drawings. It deals with types of main plant groups, advancing from Myzophyta through the Pteridophyta. Each exercise has its heading and sub-heading and contains a classification of plant or plants to be considered. A glossary forms a part of each exercise.

100 Problems in Woodwork

Compiled by William A. De Vette. Cloth bound, 207 pages. Price, \$2.40. Published by The Bruce Publishing Company, Milwaukee, Wis.

The compiler has appreciated the fact that instructors in vocational branches find it expedient at times to supplement their course with work projects. He has, therefore, brought together 100 woodworking projects covering a variety of things, each elucidated by full page drawings. There is a kite string reel, shoe-polishing stand, medicine cabinet, sled, coaster wagon, music stand, mantel clock, ski, casting baits, kiddie kar, etc. There are toys and there are useful utensils. Something for the boy and something for mother and daddie. With each drawing a description of the method of construction and the materials to be employed, is given.

Public-School Finance

By Arthur B. Moehlman. Cloth bound, 508 pages. Published by Rand McNally & Company, Chicago.

The expansion of the American system of popular education has not only made larger demands upon the public funds, but has also involved greater attention to the purely financial phases of the school administrative service. The question of raising adequate funds has become more difficult and the wise expenditure of such funds has become more involved.

The author lays down the problem of money-getting and money-spending in plain terms, and then deals with the question of finance policy and finance organization, and the theory of educational accounts. He also devotes space to cost methods and

(Continued on Page 167)

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Laboratory Manual For General Botany

by **DAVID POTTER, M. S.**, Instructor of Botany,
Clark University, Worcester, Mass.

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Book Two is composed of fifty-nine plates of drawings. It deals with types of main plant groups, advancing from the Myxophyta through to the Pteridophyta.

Each exercise has its heading and subheading, and contains a classification of the plant or plants to be considered. A glossary forms a part of each exercise. Part One, Cloth, 148 pages, \$1.32. Part One, Paper, 148 pages, 96 cents. Part Two, Paper, 129 pages, \$1.08.

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Problems in Woodwork

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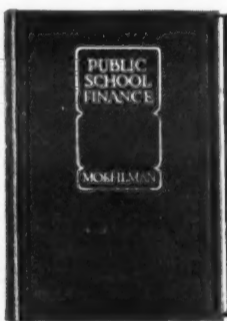
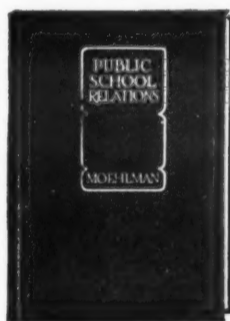
The projects were chosen from work done in the author's classes, and from the **INDUSTRIAL-ARTS MAGAZINE**. Material is arranged in order of increasing difficulty, with projects involving turning grouped at the end.

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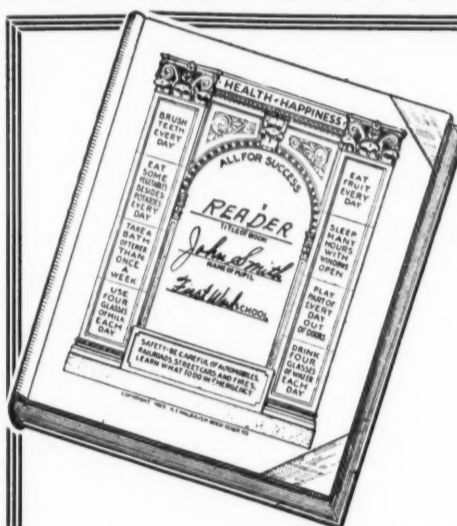
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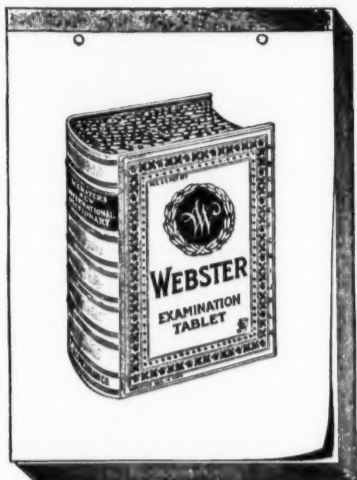
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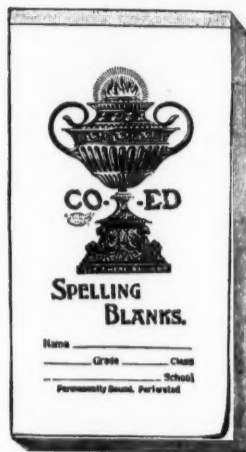
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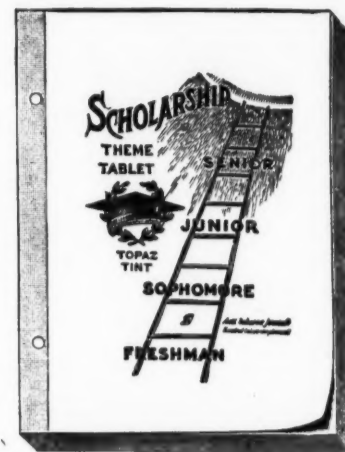
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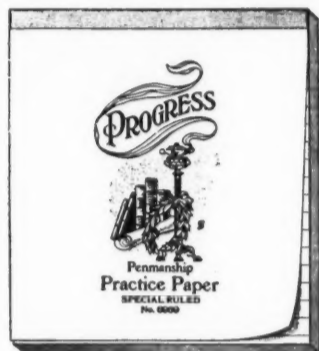
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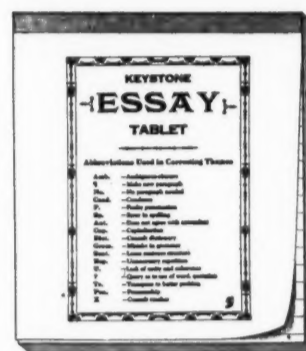
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(Continued from Page 164)

cost trends. Part two of the volume deals with budgetmaking. Every phase of the subject is analyzed.

After discussing the school-finance problem in all its essential features, both local and state, the approach to the solution—or what the author is pleased to call the attack—is made. Here he holds that functions which underlie educational activity are legislative, executive and appraisal. By the latter term he means that function “which judges the operation of the plan, determine its success and its value, and modifies it upon the basis of actual evidence.”

Under the caption of a “finance policy” the author dwells upon the need of careful planning, the true function of the board of education, organization, and the delegation of operation. Cost methods occupy a whole chapter, while adequate attention is given to the teacher-salary question as well as to employees other than teachers.

The expediency of keeping the public properly informed is not overlooked. “Since understanding and confidence can arise only through contact and knowledge,” says Professor Moehlman, “it is generally true that the communities where an intelligent and honest public-relations policy is practiced, the question of financial support is less of a problem than in other communities not so well informed.” A series of diagrams are introduced. These cover in the main various finance organizations, salary schedules, trend in growth, contractual service, etc.

This volume must be regarded as a timely, as well as valuable, contribution to the subject of school finance. In the degree that the schools of the nation intensify and expand their services, the manner and method of financing them must be systematized as well as strengthened, and brought under intelligent and stabilized control.

Farm Projects and Problems

By Cary Cadmus Davis, Ph.D. Cloth bound, 539 pages. Price, \$1.40. Published by J. B. Lippincott Company, Philadelphia.

This is an elementary textbook which is intended for rural schools and graded village and city schools, chiefly for the sixth, seventh, and eighth grades. It is based upon the job-analysis plan as being the most advantageous and serviceable. Each enterprise is treated from the standpoint of soils, fertilizers, insects, diseases and managements, and in

the light of the practical phases which govern them. But, each project deals, too, not only with the elements of production, but also with the marketing problem which every successful farmer manages to master. The book is liberally illustrated.

Story Folk

First Book. By Ambrose L. Subrie and Myrtle G. Gee, in collaboration with John Martin. Cloth, 112 pages. World Book Co., Yonkers, N. Y., and Chicago.

The general title of this new series is significant of its aims, and the specific title of this first reader indicative of its content. “Individual Progress Reading” as the aim of the books is to be achieved by novel devices intended to arouse interest, to require thoughtful reading, and to induce reflection and stimulate memory. The stories of the present book tell of the adventures of a “roly-poly” family, of midgets, of bears and squirrels, and of a little pumpkin. Artist, printer, and binder have combined to make the book most attractive.

The Scottish Chiefs

By June Porter. Edited by Prof. Robert M. Smith. Cloth, octavo, 572 pages. The Macmillan Co., New York City.

The editor has carefully abridged the book to eliminate the interminable descriptions and impossible dialogues and soliloquies, and has immensely improved the readableness of this old favorite. The edition in format, typography and binding is delightful and equally suited for the home and the school library.

Spelling Games

By Nell K. Gleason. Cloth bound, 89 pages. Published by Beckley-Cardy Company, New York.

Here is a new approach to the study of spelling. A series of games are provided. Words become the play factor. The children play with a toy train, and in imagination travel to distant points. Incidentally they learn to spell the names that apply to travel, to cities, etc., etc. The games cover a great variety and are well illustrated.

Clothing and Textiles

By Mary L. Matthews. Cloth, 180 pages. Price, \$1.10. Little, Brown & Co., Boston, Mass.

This book is intended for use in classes beginning the study of clothing and is strictly an elementary treatment of the subject. In addition to the subject matter on clothing and textiles, it embraces such topics as house decoration and furnishing, care of the house, budgets and accounts.

The subjects are correlated so that a student can see the relationship between the different phases of housekeeping and homemaking, a plan which it seems desirable to follow in elementary courses in home economics. The book is divided into three sections instead of lessons, thus giving the teacher an opportunity to use as much or as little as desired at any one time, since the amount of time allowed for home economics varies in different schools.

The lessons in clothing and textiles are planned with the garment as the project, with many problems which lead to its completion. The problems embrace such simple things as a pincushion, a pillowcase, a laundry bag, a nightgown, a towel, a slip, a wash dress, and pajamas. At the end of each chapter there are home problems and questions which offer a correlation between home and school work so that there is developed an incentive to obtain information on subjects not discussed in the book.

The book will be found very helpful in teaching elementary home economics. It also lays down the fundamental principles covering the planning and construction of clothing, the planning and furnishing of a room, and the making of clothing budgets.

Designing with Wild Flowers

Nettie S. Smith. Cloth, 102 pages. Price, \$2.50. The Bruce Publishing Co., Milwaukee, Wis.

This book is a helpful guide for teachers and students and strikes out into new fields in the design and teaching of art as expressed in the design of wild flowers. Sufficient variety and difficulty have been introduced to carry the student as far as his ability will allow and the training offered will develop taste and ability to recognize quality in good design.

The book is divided into three parts and contains 32 plates. Among the subjects covered are making balanced design units, design applications, batik simplified, color, and adapting photographs for decoration. The second part of the book contains a calendar for the year which is prepared to assist the teacher in planning her work for each month, for the seasons, and the holidays.

For the student, the book offers examples simple enough for elementary study and problems and suggestions that will carry him as far as he is capable of going. For the busy teacher, it offers such direct applications of the subject as will enable every pupil to produce interesting results. For the pro-

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fessional designer, the book offers a number of plant drawings suitable for his trained hand and mind, together with new devices for working which bring pleasure and skill in producing results.

Play Activities for Elementary Schools

Dorothy LaSalle. Cloth, 179 pages. Price, \$2. A. S. Barnes Co., New York, N. Y.

The present book is based on the experience and observations of the play directors in the Detroit schools where the development of the platoon school has afforded an excellent opportunity to put over the best there is in a play program. The author is first assistant director of health education in Detroit and was assisted in the preparation of the book by Mr. L. M. Post, also an assistant director of play activities.

The book is divided into three parts, comprising (1) organization and standards in play activities, (2) games for the different groups, and (3) competitive athletics for boys and girls. Suggestive weekly programs and time allotments are offered, together with a rather complete bibliography.

The book offers a very complete outline of suitable play activities and will be found helpful in developing leadership, teamwork, and good sportsmanship.

The Pocket Oxford Dictionary

Compiled by F. G. Fowler and H. W. Fowler. Revised by George Van Santword. Cloth bound, 1029 pages. Price, \$2. Published by Oxford University Press, New York.

This is a pocket edition on current English, revised for American use, providing nominally an abridgement of the Oxford dictionary. The compilers give assurance that they were not concerned merely in producing a compact work, but also to retain all the words that would prove practical and useful in everyday life.

The diacritical marks are retained in the revision, while the etymologies are reduced to bare statements. The American revisor has been sparing in the matter of elimination, but has concerned himself more with so-called "American spellings." For instance, the American spelling "honor, plow, traveler, etc.," precede the English "honour, plough, traveller, etc."

The pronunciation, too, has been revised in accordance with American standards, the British usage being noted only when the change is of special interest. Definitions are altered only where this is

deemed necessary. The newer words which have come into use with the advent of new conditions in scientific and commercial life are embodied in the work.

The book is scholarly and a triumph of the art of condensation. Typography and binding are in accord with Oxford Press standards.

PUBLICATIONS RECEIVED

Touch Wood! A Tale of the Trees and Their Use. Issued by the American Lumberman, Chicago, Ill. The booklet tells in simple, untechnical language, the story of lumber and trees and the varied uses of lumber in every phase of everyday life. Among the illustrations suggestive of the uses of wood are tables, toothpicks, school desks, toys, boxes, baskets, furniture, merry-go-rounds, wooden-handled tools, washtubs and washboards, clothespins, musical instruments, kitchen cabinets, airplanes, berry boxes, ladders, telegraph poles, rulers, wooden stilts, birdhouses, homes, shingles, baseball bats, and farm tools.

Cities Reporting the Use of Homogeneous Grouping and the Winnetka Technic and Dalton Plan. City School Circular No. 22, December, 1926. Issued by the Bureau of Education, Washington, D. C. The pamphlet gives the results of a questionnaire covering the classification of pupils according to ability and the number of groups into which each grade of the elementary, junior high, and senior high school is divided, in cities of 10,000 or more population. A table has been prepared to show whether ability grouping is used, and if used, in which grades, the number of groups to a grade, and the bases for classification in cities of 100,000 and more population, and in cities of 30,000 to 100,000 population.

In the group of cities 10,000 to 30,000 population, it is shown that of 163 cities reporting, 145 have adopted the plan of dividing some or all of the pupils of the elementary grades into ability groups. Eighty of the 145 cities use the plan in all the elementary school grades. In 65 other cities, sixteen use it in grades six to eight, 23 use it in grades four and five, and 26 in grades below the fourth. Of the 163 cities reporting, 119 classify some or all of the junior high-school pupils into ability groups, and 81 classify some or all of the senior or regular four-year high-school pupils according to ability.

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gence quotient, mental age, educational age, and teacher's judgment. In the other cities there are various combinations of bases used. The teacher's judgment is one of the bases used in 133 of the cities reporting, the intelligence quotient in 106, mental age in 41, and educational age in 45 cities.

Of 89 cities of 30,000 to 100,000 population reporting, 66 classify elementary pupils in some or all of the grades into ability groups, 57 so classify pupils in the junior high school, and 36 those in the senior or four-year high school.

Of 40 cities of 100,000 or more population reporting, 36 employ grouping in some or all of the elementary grades, 28 in some or all of the junior high-school classes, and 26 in some or all of the senior high-school classes.

The bases used in this classification of pupils are various combinations of the teacher's judgment, intelligence quotient, mental age, educational age, and other bases, as chronological age or health.

Of the 280 superintendents in cities of 10,000 or more population reporting, 44 replied that they used the Dalton plan or some modification of it.

A Study of the Value of Supervision in Consolidated Schools. Maycie Southall. Publication No. 106, Division of Supervision No. 25, 1925. Issued by the State Department of Public Instruction, Raleigh, N. C. In this study, the author undertakes to ascertain the value of expert supervision in the larger type of consolidated rural school, using for the demonstration Craven and Jones Counties. The data obtained is used to measure the practicality of supervision and to furnish a basis for determining the advisability of joint county and state support of rural supervision in North Carolina. The data is offered in the hope that the findings may prove of service in promoting more adequate and effective supervision, especially in the rural schools of the state.

The Distribution of School Funds in the State of Oregon. Homer P. Rainey. Education Series No. 1, December, 1926. Issued by the University of Oregon, Eugene. An earlier monograph of the author described the condition of public-school finances in Oregon. The present monograph offers proposals for a constructive program of school finance for the state and means of organizing the state for the support of education. The pamphlet contains a comparative study of Oregon's ability and effort to support education as against other states. A summary of conclusions and recommendations is appended.

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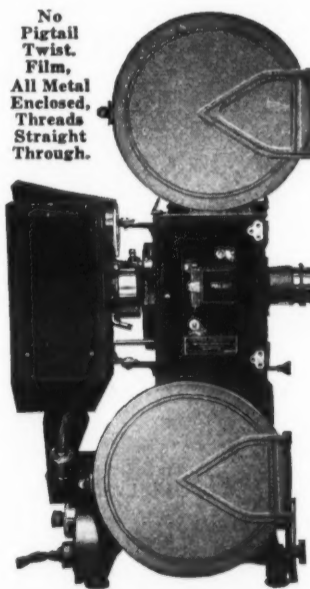
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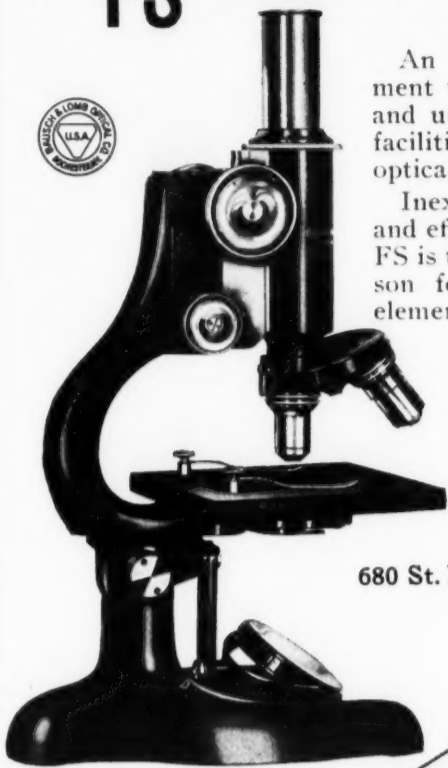
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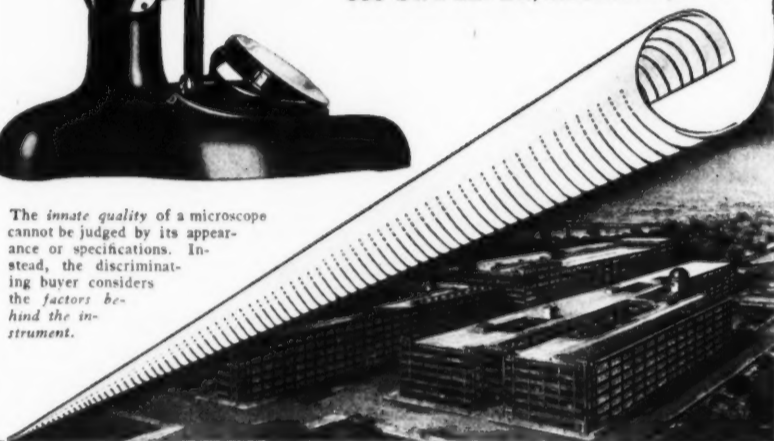
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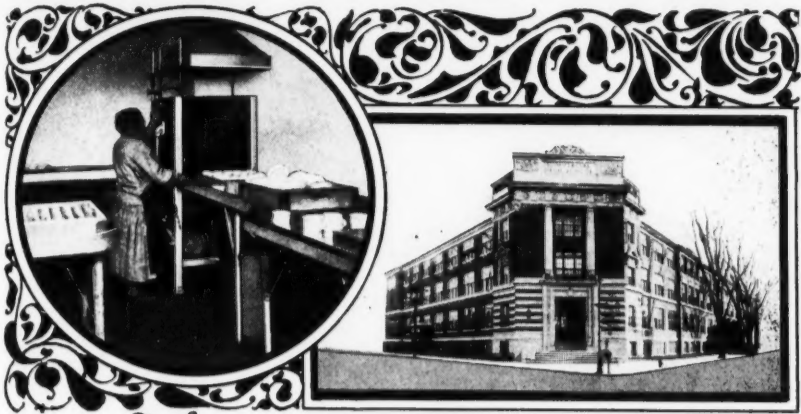
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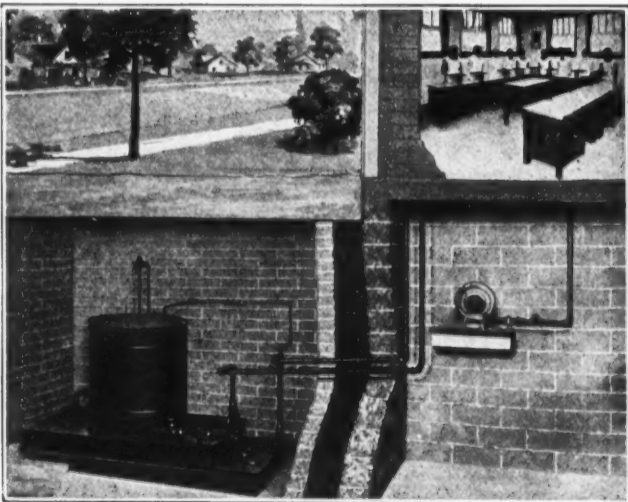
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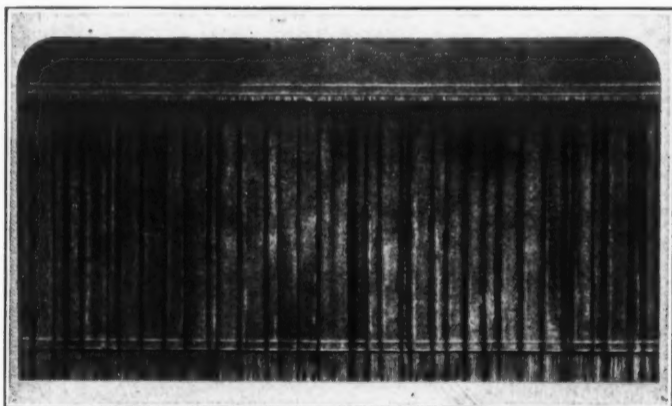
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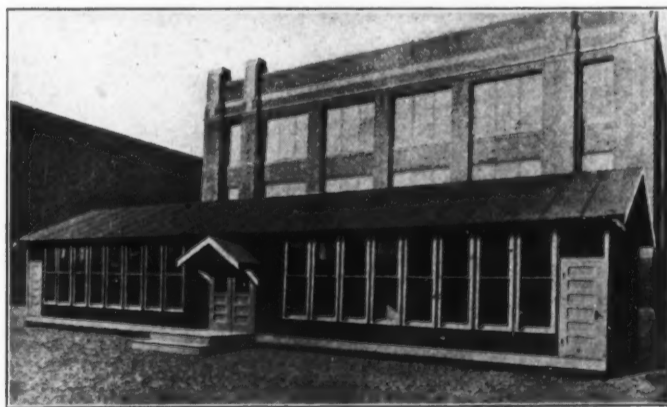
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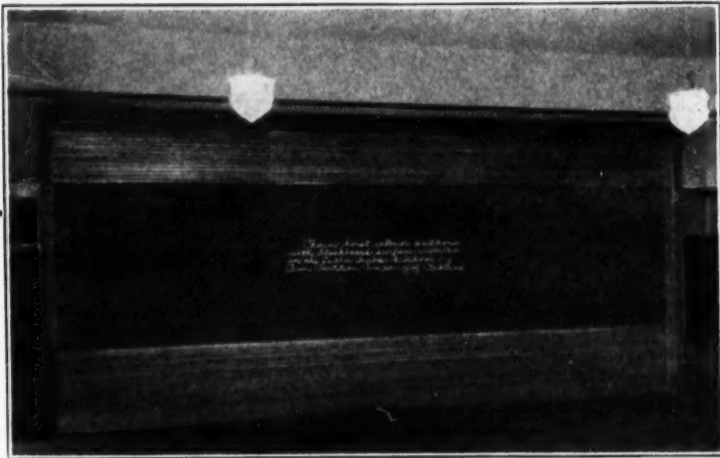
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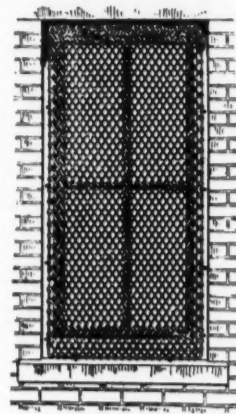
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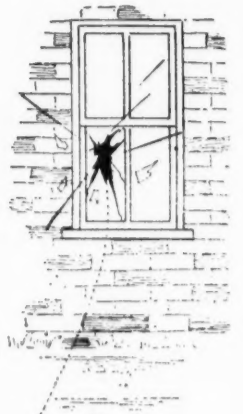
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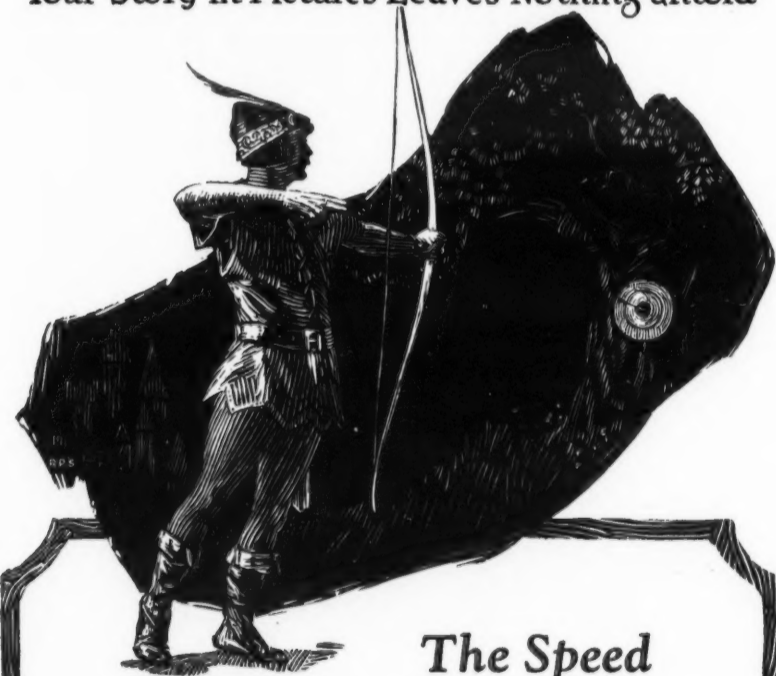


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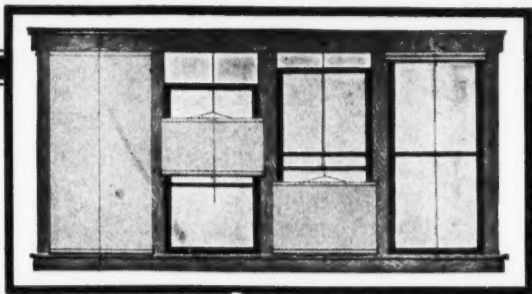
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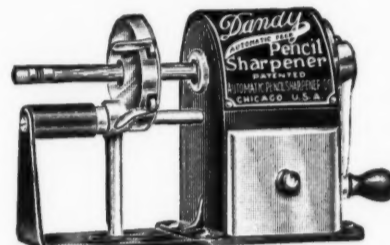
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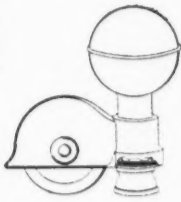
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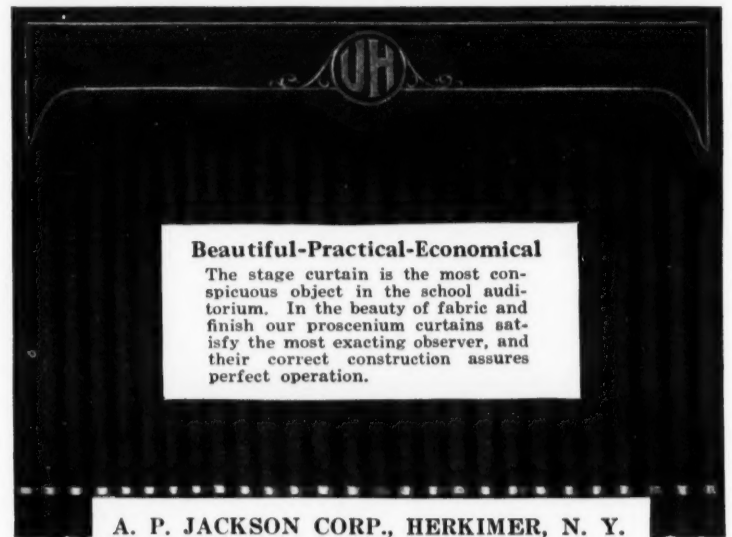
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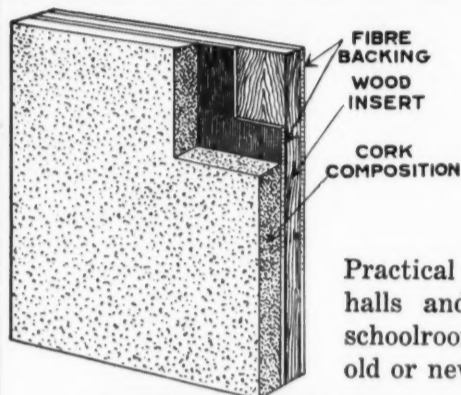
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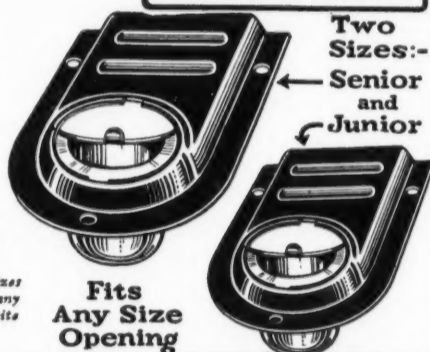
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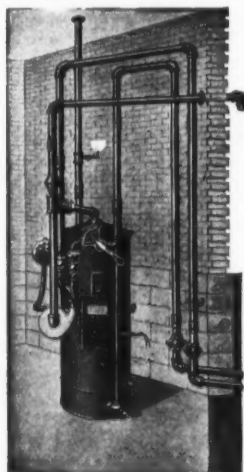
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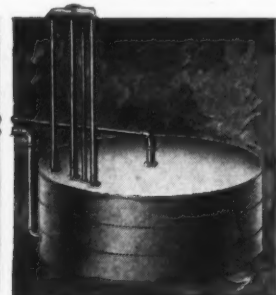
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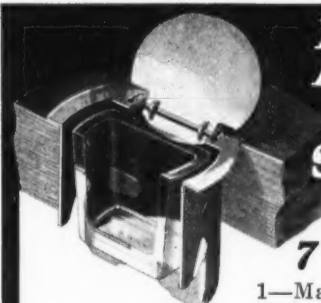
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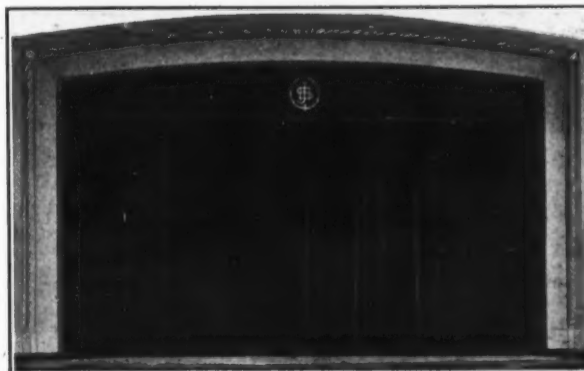
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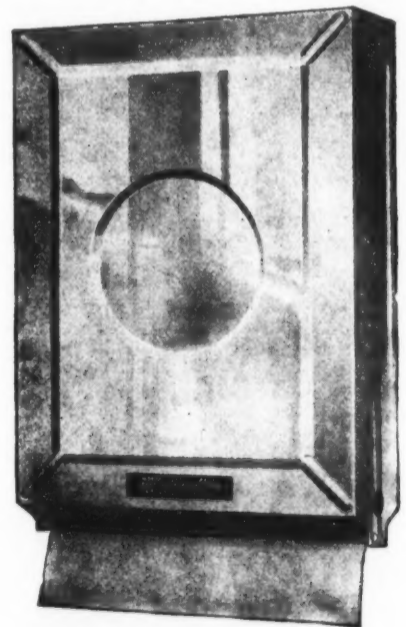
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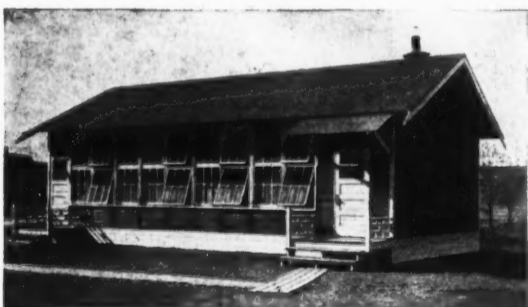


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School Board Journal

DIRECTORY OF EQUIPMENT AND SUPPLIES

The names given below are those of the leading and most reliable Manufacturers, Publishers and Dealers in the United States. None other can receive a place in this Directory. Everything required in or about a schoolhouse may be secured promptly and at the lowest market price by ordering from these Firms.

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SASH OPERATING DEVICES, STEEL
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Screen Corp.

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Milwaukee Corrugating Co.

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Lee Lash Studios
Novelty Scenic Studios
Tiffin Scenic Studios
Twin City Scenic Company
Universal Scenic Studios, Inc.
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Norton Company
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STEEL JOISTS
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STEEL SASHES
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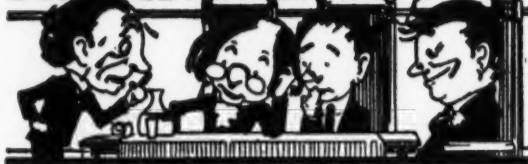
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AFTER THE MEETING



BADLY MIXED

A certain western high school employs student monitors in its library. After 3:30 o'clock, students may not enter the library, except with a special permit, which they are required to show on demand.

"Have you a permit?" asked a big, bashful boy monitor of a girl student.

"Certainly, I have a permit," answered the girl.

"Where is it?" asked the boy.

"In my handbag there," said the girl.

"Well, that's all right then," said the boy, looking relieved. "If you have it, I won't need to look at it; but, if you didn't have one, I'd have to see it."

Made a Difference

Bertie's school report had just come in. It wasn't very good.

"I'm losing patience with you!" exclaimed his father. "How is it that young Jones is always at the top of the class, while you are at the bottom?"

The boy looked at his father reproachfully. "You forget, dad," he said kindly, "that Jones has awfully clever parents."

Her Affection

The charming young creature travelling with her stern-looking parent was evidently not in the best of health. Her cheeks were pale and her pretty mouth drooped at the corners.

The passenger sitting opposite leaned forward and addressed the stern father.

"Your daughter seems ill," he said sympathetically.

"Yes," was the reply. "It is an affection of the heart."

"Dear, dear! Aneurism?"

"Oh, no! Only a lieutenant in the Navy!"

Not Supposed to Work

Mr. S. L. Smith, who is carrying on the important work of erecting and approving the

erection of school buildings for the Rosenwald Foundation tells of a colored man whom he met at one time in a mountain town in North Carolina. The man sat sunning himself in front of the cabin and apparently was as idle as only a trifling colored man can be.

To Dr. Smith's question concerning his occupation, he answered: "I don't do no work. I ain't supposed to do no work. I is a high school graduate."

HOW BIG IS YOUR TASK?

Edgar Mendenhall, Pittsburg, Kans.

How big is your task, O teacher?

How big is your task? you inquire?

It's as big as the arched sky above you;

Yea, it touches the studded vault's fire.

How big is your task? you repeat it?

How big is your task? Still in doubt?

It's a torch in eternity's pageant;

'Twill blaze when heaven's orbs are burnt out.

How big is your task, O teacher?

Once more before parting you seek?

Pray the Sage of the sages to fathom;

The reach of man's mind is too weak.

A Janitor of Arts

Charlie Johnson had for several years served faithfully as the caretaker of the "South Building," one of the dormitories at the University of North Carolina. One day he came into the president's office and presented his resignation.

Dr. Battle expressed some regret, saying that he hated to lose him.

"Yaas, sir," replied Charlie, "but you see it's dis way, Mr. President. You know I'se a preacher, and de bishop at de las' conference has done sent me down to Tarboro, N. C., 'case he says dat charge needs a university man!"—*Charleston News and Courier.*

In New York

Two Bronx citizens were discussing their respective sons, who were away at college.

"Moe, I hear your son, John, is learning to be a glazier. Vy do you send him to college to learn dis?"

"Vot is dis foolishness?" came back the other. "My boy is learning to be a lawyer."

"Vell, maybe," admitted the first papa. "My boy, Sidney, wrote me a letter yesterday and he said Johnny cuts classes every day."—*N. Y. World.*

Appropriate

"In our law class at New York University, one day last week," said Hy Siegel, "we had a ease in 'Cook's Equity Jurisprudence' in which the litigants were Kitchen vs. Herring. The fellow who was called on to recite was named Fishbein."—*N. Y. World.*

A Bad Influence

Willie: "I don't want to go to that damn school any more."

Mother: "Why, Willie, where did you ever learn such a word as that?"

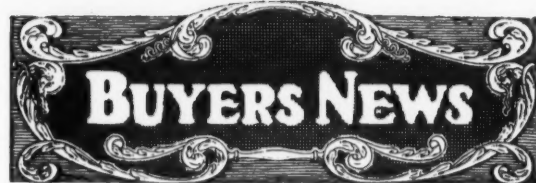
Willie: "Why, William Shakespeare uses words like that."

Father: "Well, then, young man, you quit running around with him!"

The Disadvantage.

Noticing that one of her scholars had not gone out with the other pupils at recess, a teacher inquired, "What's the matter, Agnes, why aren't you out on the playgrounds with the others?"

"They're p-p-playin' cannibal," was the tearful response, "an' I'm the f-f-fattest kid in the whole class."



NEW TRADE PUBLICATIONS

Chamberlin Weatherstrip Details. Under the title of "Weatherstrip Details for Wood Sash and Doors," the Chamberlin Metal Weatherstrip Company, of Detroit, Mich., has issued a revised catalog of details and specifications designed for the benefit of the architect, the builder, and the engineer.

To insure uniformity and satisfactory results, the Chamberlin Company, through its several branch offices, maintains a system of direct installation for the benefit of its patrons. The equipments used are standard and comprise metal weatherstrips, plastic-calk, sill-dor-seals, and in-dor-seals. There is a variety of equipments for windows, including those for sliding windows and those of heavier sash, for in-opening and out-opening casements, for astral windows, for outside transom windows, and for outside doors. A general specification is offered for the architect who prefers to include all weatherstrip work in one brief paragraph.

The firm has also issued a very artistic pamphlet under the title of "How Rain, Summer's Dust, and Winter's Cold Are Kept Out by Chamberlin Weatherstrips." This pamphlet is for the general public and applies particularly to the protection of doors and windows in homes, offices, schools, and hotels. It describes and illustrates equipment for all types of windows—wood, metal, or brass—together with illustrations of the method of installation.

Copies of either of these pamphlets will be sent to any school architect or official, who addresses the Chamberlin Company at 1644 W. Lafayette Blvd., Detroit, Mich.

Durabilt Locker Circular. The Durabilt Steel Locker Co., Aurora, Ill., is well known for its lockers which combine the qualities of sturdiness, durability, and elegant finish.

The Durabilt Company has just issued a four-page, illustrated circular describing the various types of Durabilt lockers. The circular describes and illustrates the Durabilt basket trucks for clothing, the three-party lockers for corridor use, the tool lockers for manual-training rooms, the double-tier lockers for gymnasium alcoves, the recessed-corridor lockers, and the corridor and alcove lockers.

A copy of the locker handbook will be sent to any school official, or architect, who addresses the Durabilt Steel Locker Co., at 465 Arnold Ave., Aurora, Ill.

Mr. Melton Joins Warren Holmes-Powers Company. P. W. Melton, formerly state representative of Illinois for Scott, Foresman & Company and recently of the educational department of the Studebaker Corporation, has become associated with the architectural firm of Warren Holmes-Powers Company, and will direct the activities of their Chicago office.

DeVry Motion-Picture Projectors for Schools. The DeVry Motion-Picture Corporation of Chicago, Illinois, has just issued a 32-page pamphlet illustrating its motion-picture cameras, stereopticons, screens, and accessories for school, church, and industrial use. The DeVry Corporation has specialized in motion-picture machines and films for school use, and its motion-picture machines are used in all parts of the world.

The booklet discusses motion pictures in the schools and shows how successfully the modern school teacher employs the motion picture to assist in the work of visualization of special subjects such as geography, science, history, nature study, etc. The motion picture has proved valuable in driving home lessons that otherwise would have been lost through inadequate conceptions.

The DeVry motion-picture machine, it is shown, has the advantages of light weight, simplicity, and ease of operation. It is used in graded and high schools, trade schools, and rural schools, and has earned the title of "America's School Projector."

The new Super-DeVry machine is especially suited for use in school auditoriums. It is designed for long throws, with brilliant, large pictures, has observation windows in the side, is provided with an opening for the ingress of air for ventilation, and is equipped with snap buttons for starting and stopping the motor and light and the push socket for the lamp cord. Its special advantages are its sturdy construction, direct-power transmission, and simplified mechanical control in actual operation.



The Practical Sweetheart

College Senior: "Well, I'm sure to get my A.B. in June."

His Sweetheart: "That's fine! And will you get your J.O.B. in July?"



This very modern school library in the Easton, Pa., High School is furnished entirely with Library Bureau technical school library equipment. Another example of L. B. planning and servicing.

Look into any Library Bureau Equipped School Library...

... and then you'll understand why school authorities and architects the country over are choosing it as being the ideal equipment for school libraries.

Their decisions are based on three things. First of all, they realize the facilities which enter into the manufacture of Library Bureau school library equipment . . . the expert planning and designing of the equipment *to meet the school's individual requirements* . . . the selection of the highest grade lumber . . . and the manner in which it is constructed . . . sturdily . . . and with precision by Library Bureau master craftsmen. They also know that Library Bureau has been engaged in the manufacture of school library furniture and equipment for over twenty-five years and that installations

made a quarter of a century ago are still in prime condition, and rendering splendid service . . . despite the hard usage of care-free boys and girls.

The third and deciding factor which determines their decisions is the realization that Library Bureau is *always* at their service . . . ready to submit plans and ideas, and at all times willing to cooperate to the fullest extent with the school authorities, librarians and architects in the planning of new school libraries or the remodeling of old ones.

Whether you are planning a new school library or merely contemplating additional equipment such as extra chairs, desks, filing units, book racks, etc., the Library Division of Library Bureau will be glad to aid you in your plans.

There is a Library Division office near you. A post card or a telephone call will bring the L. B. man. He is at your service. Call him in!

For your convenience, Library Division offices are located in the following Rand Kardex Service branches: 118 Federal Street, Boston, Mass.; 451 Broadway, New York City; 214 W. Monroe Street, Chicago, Ill.; 759 South Los Angeles Street, Los Angeles, Calif.; 39 Second Street, San Francisco, Calif.; and 447 Dexter-Horton Building, Seattle, Washington.

The library experts in any of these offices will be only too glad to answer any questions in regard to Library Bureau technical library furniture or library supplies. Call on them!

Library Bureau

Division of: Rand Kardex Service

Headquarters

451 Broadway, New York

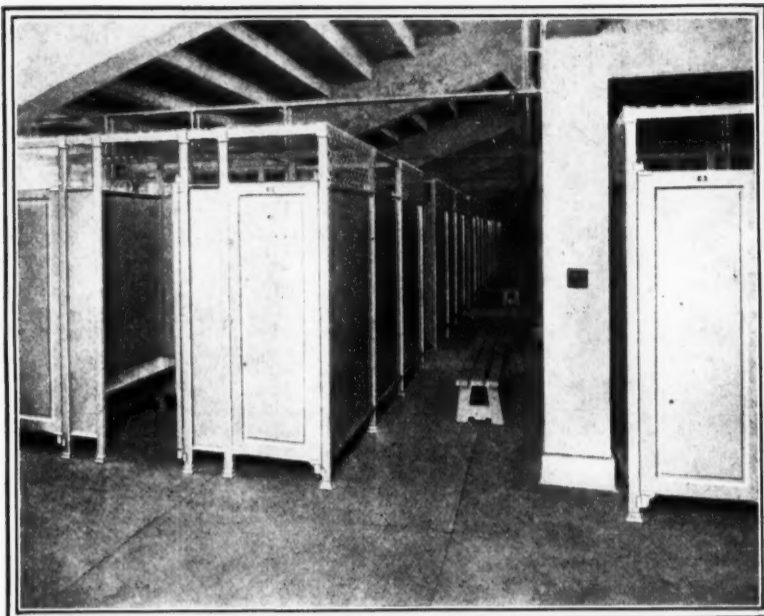
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Weisteel Cooperative Plan

Send us rough layout of toilet rooms, indicating plumbing facilities and requirements. We make up complete plans and specifications for your particular requirements and send them to you with quotations.

Compartments are shipped with simple diagram and complete erection instructions indexed to numbered compartment sections. No fitting, cutting or drilling is necessary, when erecting Weisteel, and it is virtually impossible to make mistakes. Specialized labor unnecessary.

In replacing old installations, this Plan saves you much time, cost and worry. It assures you that the completed installation will be fully satisfactory. For new building installations, the Cooperative Plan is equally valuable in working with the architect.

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3. Weisteel doors are electrically welded into one solid unit. Foot castings are brass. Brass latch and pull are nickel plated.
4. All joints are closed and sealed. No flat surfaces to catch and hold dirt.
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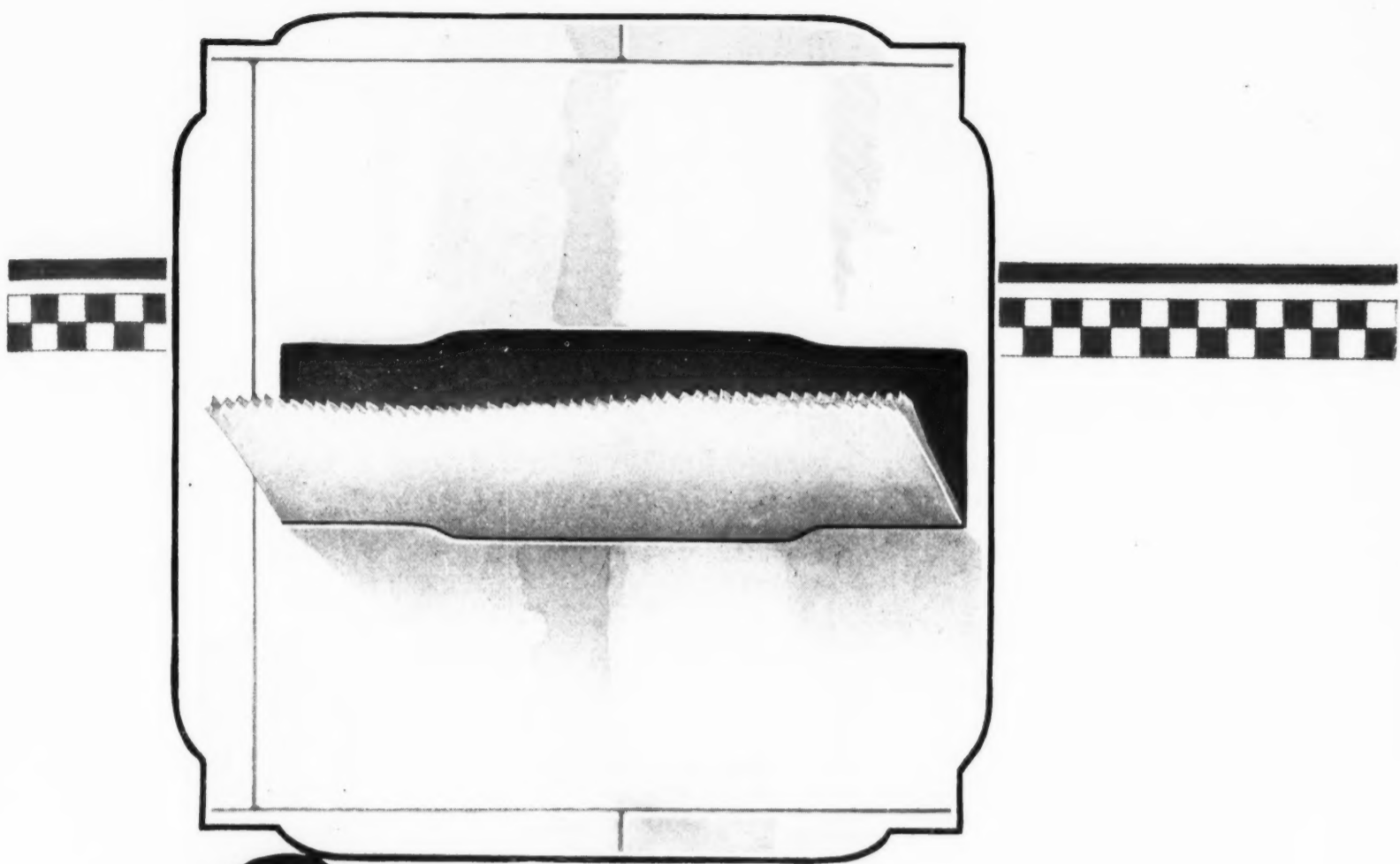
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QUALITY TISSUE—Fifty years of paper-making experience are back of it.

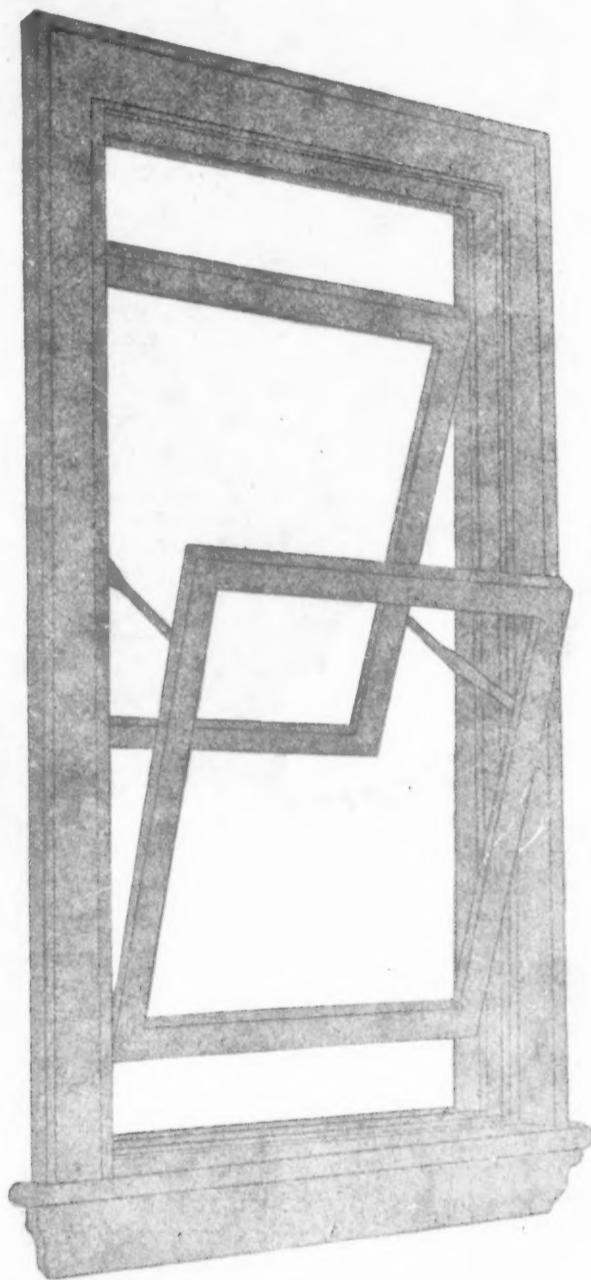
ECONOMY—Two interfolded sheets are served at a time. Cabinets are trouble-proof and easy to refill.

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